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In 1966, 5 North Carolina colleges joined together in a cooperative research effort funded by USOE under a Consortium Research Development Program grant. The program was structured to conduct a continuing inquiry into the characteristics of entering freshmen at the colleges--Bennett College, North Carolina College at Durham, St. Augustine's College, Shaw University, and Winston-Salem State College--and to plan curricula changes that would provide optimum opportunities for freshmen to perform well academically. This report includes data collected from 1966 to 1969 that are basically descriptive of the characteristics of freshmen at the 5 colleges. The data include: enrollment trends, educational preparation of freshmen, financial aid available to freshmen, a survey of the students' home communities, and the students' educational and vocational aspirations and achievement. A validity study was used to analyze the data. In addition, a preliminary study is presented of the relations among personality variables, SAT scores, and grade point averages, and a description is included of representative facets of developmental programs at each of the 5 colleges. The developmental programs were designed to overcome academic deficiencies revealed in the data collected on the entering freshmen. The bulk of the report consists of tables. (JS)

ED032016

CONSORTIUM RESEARCH DEVELOPMENT PROGRAM
(CORD)

RESEARCH REPORT FOR 1968-69

THE CHARACTERISTICS OF ENTERING FRESHMEN
IN
FIVE NORTH CAROLINA COLLEGES

Bennett College
North Carolina College at Durham
Saint Augustine's College
Shaw University
Winston-Salem State College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART I

CONSORTIUM RESEARCH DEVELOPMENT PROGRAM (CORD)

A FINAL REPORT

The CORD project for which this final report was written was conceived as a three year cooperative research and development effort between five colleges. They were: Bennett College, North Carolina College at Durham, Shaw University, Saint Augustine's College and Winston-Salem State College.

Purposes

The main purposes of the research project were at that time envisioned as follows:

1. To encourage and facilitate educational and institutional research on the part of faculty members and administrative officers of five selected colleges and universities in North Carolina;
2. To establish and develop cooperation and communication between the faculty and administrators of the five CORD institutions and selected faculty and administrators as well as with other major universities of the area;
3. To provide tangible assistance in the investigation of specific researchable problems that would have an ultimate beneficial effect on both administrative processes and undergraduate instruction in each of the five CORD institutions; and
4. To develop new patterns of interinstitutional cooperation between and among the CORD institutions themselves to facilitate cooperative research efforts directed towards common educational problems.

Procedure

The Presidents of the five North Carolina Colleges agreed to participate fully in the Cohort Research Development Program.

A person from one of the participating institutions, was to be selected as the Project Director for that institution.

During the first year of the consortium the main thrusts were described in the original proposal to be:

(1) The identification of individual and specific problems related to educational and/or institutional research. Through a series of seminars and small group discussions these problems were to be illuminated.

(2) The identification of a number of institutional research problems for which data collection and processing could be completed during the year.

(3) The problems to be selected were to be those which would have practical significance such as the development of a data bank, curriculum reviews, or attrition studies.

(4) Dissemination of reports especially common, reports on common problems such as prospective student enrollments, student characteristics and evaluation, vocational opportunities, vocational aspirations, etc.

(5) Development of five institutional CORD committees for encouraging and administering small grants to individual faculty members.

Originally the second and third years were seen as described.

Second Year

During the second year of the project, additional research problems would be identified and investigated at each of the institutions. Again, these research problems would have special significance for each institution, but could extend over a longer period of time (two years), and could be more sophisticated in research design. The special seminar-conference schedule would be reduced from six programs to three, with the funds accruing from this reduction being applied to the support of individual research projects within the five institutions. Concerted efforts would be made during the second year to involve each institution in regional and national research organizations. And, continuing efforts would be made to encourage and assist the five institutions in developing more sophisticated research proposals for submission to various public and private funding agencies.

Third Year

Toward the end of the third year a special conference would be held to which representatives from selected universities and colleges in the state of North Carolina would be invited, in addition to the representatives of the project schools. At this time, the results of the three-year project would be presented by specially prepared reports on completed and on-going research activity. There would be a major address presented by an outstanding educational researcher to keynote the final conference session; and, lastly, there would be provided again the opportunity for small group discussions dealing with research areas that have strong implications for the on-going research programs of the five institutions as well as other colleges and universities in the state of North Carolina.

Summary of Selected 5 College Common Research Problems

Common problems related to student populations were studied during all three years of the CONSORTIUM activity. These problems were:

1. Enrollment Trends
2. Educational Preparation of Freshmen Students
3. Economic Aid Available to Students
4. Feeder Schools
5. Educational and Vocational Aspirations
6. Attrition Rates
7. Survey of Developmental Programs
8. SAT Validity with Selected Criteria
9. College Student Questionnaire Comparison Between Colleges

The original document suggesting the development of a "data bank" began with the late Dr. W. A. Brown in October of 1966 and the basic format of that document has been followed since then.

The addition in the third year of the consortium of the collection of biographical-questionnaire data on all students entering the CORD Institutions was the most outstanding departure from the original "data bank" specifications.

A summary of the characteristics of populations of students is presented in Section II of this report. These data are reported in some detail for the recently passed school year. Data from the 1966-67 and 1967-68 are given in very brief form, hence comparisons can be made.

The second year goal of the identification of "additional problems" was approached through a series of topics called "Issues Relevant to the Preparation of Teachers of the Disadvantaged." Some sub points were identified as:

1. Defining and Differentiating the Disadvantaged Pupil
2. Developing Relevant Theories of Learning
3. Developing a Relevant Curriculum
4. Profiling the College "Teacher" of the Disadvantaged
5. Structure and Flexibility in Teacher Training Programs
6. The Process of Changing Attitudes and Developing Understandings of the Disadvantaged

Little progress was made in the incorporation of these ideas in the consortium activity.

The Validity Study

During 1968-69 fiscal year, the CORD program utilized the Validity Study Service of the College Entrance Examination Board. The Validity Study Service, provided assistance to the program in designing studies for each of the colleges included in the Consortium, processed and reported the data collected for the studies, and assisted in the interpretation and inferences to be drawn from the results.

Since the design for the studies was basically the same for each of the five institutions, for the sake of accuracy and efficiency, the data was collected centrally and prepared for processing by those persons at North Carolina College who were directly in contact with CEEB. All colleges have final study reports.

The specific design of the studies varied slightly from one institution to another, but the following basic data on individual 1967-68 Freshmen was requested: SAT Verbal and Mathematics scores; Reading test totals and subtotals for reading rate and comprehension; high school rank in class or high school grade average; and end-of-year grade point average. This data were programed into a step-down multiple regression analysis and prediction equations for single variables. Total variables were derived. Additionally predictive multiple expectancy tables were derived for those variables which were found to contribute significantly to end-of-year Freshman success. It was hoped that these results would provide some empirical basis for differentially weighting the criteria which were used in college admissions. These results would be used to supplement rather than to supplant current college admissions policies. An additional benefit to be derived from the results was that it may be possible to identify specific weaknesses in entering students based on their low performance on highly predictive variables.

SAT scores, at all five institutions, were discovered to be of little predictive value for success in college academic work. Multiple correlations of the order of .20 to .50 were the rule. In most instances the criteria with the highest predictive values were High School Rank and SAT Verbal.

The CORD CSQ Study

This section of the final report presents summary profiles of four predominantly Negro colleges and universities on the College Student Questionnaire, Part II. The collected profiles allows each of the participating institutions to compare the attitudes of its own students with the attitudes of students of similar cultural backgrounds, attending similar institutions in approximately the same region. Thus, the study represents, in part, a compilation of institutional norms for several predominantly Negro colleges and universities in the North Carolina Piedmont region. It also allows for identification of attitudinal characteristics common to such schools.

The data from North Carolina Central University (North Carolina College at the time of the testing) were collected as part of the freshman testing program administered by the Office of Research and Evaluation. (The Office is in the process of preparing additional reports of the results for NCCU students, faculty, and staff). The data from the other schools were furnished by the individual schools through the auspices of the Regional Education Laboratory for the Carolinas and Virginia, which sponsored the administration of the CSQ at these schools. These schools were not identified because confidentiality concerning the data was guaranteed to the institutions. Schools B and C are private, church sponsored liberal arts institutions offering bachelor's degrees, and school D, like NCCU, is a state supported institution.

The sample for NCCU consisted of 723 students; for school B, 396; for school C, 214; and for school D, 186. Nearly all of the respondents were freshmen, except that 32 per cent of the students from school D were upper-classmen.

In general the profiles presented in the table are distinguished primarily by their over-all similarity to one another. The only marked discrepancies occur with respect to school B's scores on the Study Habit Scale, and to a lesser extent, on the Satisfaction with Administration Scale. The reasons for these discrepancies have yet to be determined, although informal inquiries have suggested that College B may differ from the others in the nature of its tutorial program for students who experience academic difficulties.

With respect to patterns common to all four schools, the most outstanding variations from the norm group means occur in the instances of the Extracurricula Involvement and Family Independence Scales. To a lesser extent the Liberalism, Peer Independence, Satisfaction with Faculty, Satisfaction with Major, Satisfaction with Students, Social Conscience, and Cultural Sophistication Scales also tend to differ from the norm group means, in that all the schools are either above or below the national means of 50.

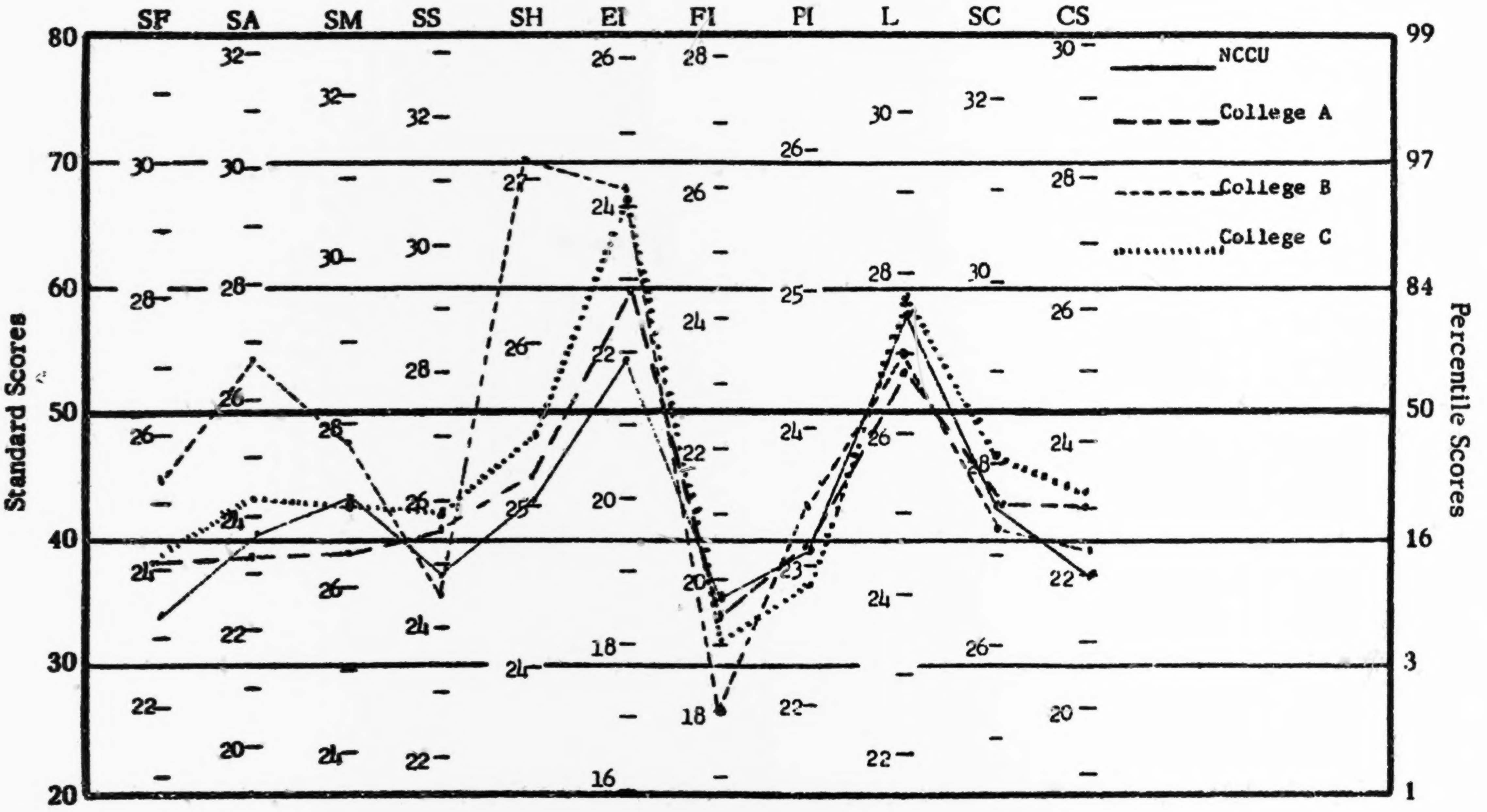
The relatively large discrepancies for the EI and FI scales may have some important implications for educators at schools such as those that were included in this study. The high degree of extracurricular participation suggests that such student activities are in actuality or potentially an unusually important aspect of the total educational experience at these schools. In view of the degree of involvement reflected by the scale scores, administrators and faculty members at these institutions would do well to analyze closely the relationship between these activities and the educational program, because learning, of one type or another, takes place when a student participates in social organizations, student government, athletics, and/or other activities.

The Family Independence Scale scores strongly suggest that the relationship to family members is another very significant concern of students at these schools. The students appear to be concerned about their parents' expectations, and the families seem to be closely united. This nature or this relation cannot be further delineated within the scope of this report, but the potential educational implications of this finding make further study of this matter imperative. Many possibilities are implied. Is it the strong family relationship that led these students to seek a college education in the first place? Does the supportiveness or lack of supportiveness and encouragement from the family play a strong role in determining whether the student will succeed in college? Could increased involvement of the total family in the educational program play a significant role in the

CSQ - 2

Standard Score and Percentile Equivalents: Institutional Means

Second Semeste: Freshmen



motivational process? These and other questions may hold some clues to new insights and approaches to education for minority groups, disadvantaged students, etc.

The significance of the findings concerning the Family Independence and Extracurricular Involvement Scales cannot be fully realized in this study. Much more analysis and research is necessary. However the study does highlight the family on the one hand and extracurricular activities on the other as important dimensions of the higher educational program at these schools. These dimensions must be considered in any attempts to develop educational programs.

Explanation of Scales on College Student Questionnaires

1. (SF) Statisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college.

2. (SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations.

3. (SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration.

4. (SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body.

5. (SH) Study Habits refers to a serious, disciplined, planful orientation toward customary academic obligations.

6. (EI) Extracurricular Involvement is defined as relatively extensive participation in organized extracurricular affairs.

7. (FI) Family Independence refers to a generalized autonomy in relation to parents and parental family.

8. (PI) Peer Independence refers to a generalized autonomy in relation to peers.

9. (L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation.

10. (SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions).

11. (CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience.

Summary of Individual Faculty Research Projects

The number of small grants given to faculty members at the CORD Institutions, though not large showed considerable involvement of faculty members. A complete listing of the projects follows:

Bennett College

Licht, Norman; A Summary of Research in a New Method of Teaching: The Use of a Portable Closed Circuit Television System (PCCTVS)

This study demonstrated wide capability for the use of PCCTVS for teaching different subjects and with different methods, and led to "complete" change in library orientation.

Shute, Marlowe; Research Project in Teaching Analytic Chemistry

This study used videotape of students performances, immediate feedback and evaluation. Results were outstandingly in support of the teaching procedure.

North Carolina College

E. E. Waddell; Analysis and Evaluation of a Summer Vocational Program.

This project was designed to re-evaluate a local vocational program and modify the program based upon the evaluation.

E. A. Nelsen; Characteristics of End of Year Freshmen at North Carolina College

This study was a follow-up of a survey of study techniques, social attitudes, faculty student relations, leisure time activity, outside reading preferences, etc. North Carolina College students were found to be representative of the National Norms in most instances. They were found to be "unusually liberal politically."

George E. Clarke; The Development of a Student Teaching Handbook

This project has as its procedure the collecting of information on student teaching handbook and as its goal the development of a handbook for North Carolina Central University.

L. M. Goode; The Effects of a Program Designed to Develop Certain Specific Skills in the Listening Process

This study was to investigate the nature of good listening habits and evaluated the process of developing certain specific skills. The Program included listening games, outdoor sounds, and oral poetry.

N. C. Johnson; The Relations Between Selected Personality Variables SAT Scores and Grade Point Averages among North Carolina College Freshmen

The results of this study showed correlations between GPA and personality factors highest for hostility with boys and submissiveness and femininity with girls.

Practically no variance with the GPA's was accountable for in reference to SAT scores.

N. C. Johnson; The Development and Validation of an Internal Predictor of Academic Achievement of Students at North Carolina College

The goal of this research is to develop an experimental predictor of academic success based upon biographical empirically discriminating data.

Floyd Bass; A Comparison of the Potential Achievement of Student Teachers and Other Members of the Class of 1967 at North Carolina College

Naren Tambe; The Torch

This project was one of information dissemination and involved the development of a continuing newsletter. Focus on issues, research and coordination of activities were seen as the goals of the project.

O. B. Knight; The Self Concept of Special and
Regular Class Teachers

Evidence that teachers feelings about themselves seems to vary according to perceived roles was discovered in this study. Special education and regular class teachers concepts of themselves were compared.

Marion L. Vick; A Study of Select Aspects of the
Reading Program at North Carolina
College

Freshman grades, SAT scores and Reading Achivement scores were analyzed to determine significant relationship which could be useful in the provision of a most functional reading skills program at the college.

Jesse L. Allen; The Effects of Desegregation on the
Employment Status of Negro Principals
in North Carolina

This study revealed to a large extent the degree of displacement of Negro school administrators in newly integrated school systems in North Carolina. It showed the extent of promotion, demotion and displacement in reference to experience, training and other factors.

Edward Nelsen; The Design of a Basic Testing Program
at North Carolina College

The research associated with this program yielded valuable information on evaluation of the general education program majors, minors and special programs at North Carolina College. Information on the relationship between social and cognitive aspects of students' behavior.

G. O. Phillips, Sr; The Effect of Three Reading Instructional Approaches Upon the Academic
Achievement, Reading Achievement, and
Attitude of North Carolina College
Freshmen

This study tested the null hypothesis that there were no significant differences between the reading achievement and attitudes of freshmen taught by three different methods (text oriented, workbook oriented and audiovisual oriented) and freshmen who received no instruction. The hypothesis was rejected.

Saint Augustine's College

R. Mizelle; The Relation Between Achievement and Underachievement in Selected Groups of Students at Saint Augustine's College. This study investigated militancy, tolerance and self-actualization as related to underachievement.

W. W. Johnson; An Experimental Course in Biology for Non-Science Majors. This research purported to determine the effectiveness of a course which stresses moral, psychological, socio-economic and environmental factors for man in a course in biology. The research was to be completed at the end of summer, 1969.

B. A. Harper; The Effectiveness of a Short-Term Reading Improvement Course for College Freshmen. The experimental program was to be completed at the end of Summer, 1969.

Shaw University

Wilmoth A. Carter; A Study of the Program Development and Follow-Up of Graduates at Shaw University

N. M. McMillan; A Follow-Up Study of Recent Graduates of Shaw University

The Shaw Plan "flexible, non-graded competency development," was to be evaluated in part by this study. It was felt that the plan was as effective as traditional programs.

Conclusions and Recommendations

Impact of the Consortium

The ultimate goal of the North Carolina Consortium Research Development was to increase the institutional capability of the five selected colleges and universities in North Carolina. The resultant of this goal was to be seen in improvements in teaching, improved programs, and improved administrative policies and procedures.

The evidence from the continued research activity points to some definite changes which have been brought about at the institutions either directly or indirectly as a result of CORD. Some activities which are resultants have been freely observed and stated by consortium members as:

> "The consortium has enabled the colleges to do something that should have been done long ago. We have come to know each other better."
>
> "Doing research of an institutional nature has helped this college to initiate projects that could not be done in various departments."
>
> "Instructional practices have seemed to improve as we have gathered facts and shared them."
>
> "There has been a change in some few faculty members to improve in research ability."
>
> "More and more we seem to be becoming really aware of the application of research to the improvement of instruction."

Further evidence of change resulting from CORD activity were:

1. An increase in awareness of researchable problems by participating members.
2. An increased awareness of the need for research projects was spread more generally throughout segments of the school if not the entire school.
3. Definite trends away from haphazard research has been observed at at least one school.
4. A steady, but small, increase in the number of participants in CORD was observable.

5. Some research committees were established on a continuing basis.

6. Research and evaluation institutional functions became associated with the research project activities.

7. Trends toward an interdisciplinary approach were observable.

The Presidents of the CORD Colleges and Universities are unanimously agreed that significant changes have been initiated or influenced by CORD activity at the various campuses. Evidence of these effects is illustrated in the letters received by the CORD Director. Two of these letters are reproduced here.

Other correspondence from Bennett College shows that one very unique program resulting from CORD research findings was the EDPA Summer Reading Institute conducted at Bennett College, Greensboro, North Carolina, where college instructors of freshmen courses in social science, English and literature, science, and mathematics, through inter-disciplinary approaches developed new instructional procedures.

Representatives from the Consortium Colleges and several colleges representative of each area of the United States participated in the institute.

Incidental to the effect of CORD on the Colleges and their program, CORD activity had considerable direct or indirect association with changes in the status of personnel working with the project.

Dr. F. G. Shipman, the original director of the program, was named President of Livingstone College and assumed those duties on May 1, 1969. Dr. King Cheek, Vice President in Charge of Academic Affairs at Shaw University was names President of Shaw University and assumed those duties at the close of the 1968-1969 school year. Dr. Norman C. Johnson, institutional CORD Committee member and researcher at North Carolina Central University was appointed Chairman of the Education Department and was also appointed Director of the CORD program.

Areas Showing Need for Future Investigation

In consideration of on-going social and economic changes, as well as increasing unrest on the college campus, further investigation should be made of the college curriculum and of the existing administrative policies and procedures.

SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA 27602

OFFICE OF THE PRESIDENT

August 4, 1969

Dr. Norman C. Johnson, Director
Consortium Research Development
Program
North Carolina College at Durham
Durham, North Carolina

Dear Dr. Johnson:

I am acknowledging receipt of your letter of July 30, 1969.

The purpose of this letter is to report on developments on our campus which were in some way influenced by CORD activity. As a result of our intensive involvement in the CORD program the following developments took place:

1. In August, 1968, the University established an Office of Operations Analysis and institutional Research. This office was staffed with two full-time persons as researchers, one administrative assistant and one secretary. The function of this office was to conduct a continuing research program into the operations of the University and to provide a constant flow of data, reflecting the various needs of the University.

2. The University's total curriculum has been redesigned to respond more realistically to the career needs of our students. Our knowledge of these career needs was deepened as a result of a survey which we conducted in the CORD project. The total curricula of the division of social sciences has been revitalized into a School of Urban Sciences which is totally non-traditional and action-oriented. A School of Communications is being established, as well as a School of Humanities and Arts.

3. The University also developed a deep sensitivity to the intense counseling needs of our students. We established in 1968 the Office of University Counselor. Initially, this office was staffed by one person who bore the title University Counselor. However,

he was assisted in his responsibilities by the Director of University Testing and Placement and other faculty members. In the forthcoming academic year, which will begin September, 1969, the University has created a Tutor-Counseling Program, a copy of which is included in this report.

4. The staff of the Financial Aid Office has been increased from one to three persons and greater efforts are being made to increase the sources of financial assistance for our students.

5. The University has totally re-constructed its educational Development Program with a greater emphasis on multi-media approaches to instruction.

The changes in development, to a large extent, reflect the impact of the CORD project on our campus. If you need any additional information, please let me know.

Very truly yours,

King V. Cheek
President

KVC/gsc

Enclosure

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

OFFICE OF THE PRESIDENT

August 7, 1969

Dr. Norman C. Johnson, Chairman
Department of Education
North Carolina Central University
Durham, North Carolina

Dear Dr. Johnson:

This is just a note to commend you and all of your colleagues in the CORD Project for the quality of results achieved. I am thinking particularly of the influence which this project has had on developments in research, testing, and evaluation in the member colleges. I am hopeful that the termination of CORD will not mean a reduction in activities in these areas in the other institutions and I can assure you that North Carolina Central University will make strategic use of the CORD data in the future.

I would appreciate it if you will file a copy of your final report in my office and the University Library.

With best wishes, I am

Very truly yours,

Albert N. Whiting

Albert N. Whiting
President

ANW:tfs

(FORMERLY NORTH CAROLINA COLLEGE AT DURHAM)

Investigation of the curriculum should be related to student interest and needs, and its relevance to student goals. The existing administrative policies and procedures should be investigated in terms of need and effectiveness in today's college community.

Outlook for the Consortium

Most individuals attending the final regular meeting of the Consortium expressed the sincere desire to continue the research oriented activity group. The continued development of a geographical constellation of competent researcher faculties at institutions of higher education was viewed as a valuable asset to the region.

Livingstone College will become a part of the consortium this year. It is hoped that as other colleges of the region join the consortium other changes essential to improvements in teaching, improved programs, and improved administrative policies and procedures will be facilitated.

Request for refunding was made and understandably denied. The group decided to meet in September, 1969 to formulate plans for the continuation of the activities, as well as to explore the establishment of another financial base. The Presidents and chief researchers from each institution will be invited to attend this meeting. The possibilities of working with Regional Laboratories will be explored.

Part II Summary Research Data

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CHAPTER I

INTRODUCTION

In 1966 five North Carolina Colleges joined together in a cooperative research effort funded by the United States Office of Education under a Consortium Research Development Program Grant.

The aim of the program was to (1) investigate jointly some of the new pressures arising from rapid social changes affecting higher education; (2) stimulate the cooperative study of common educational problems; (3) develop research skills; (4) accumulate data pertinent to the solution of these problems; and (5) to provide guidelines for effective institutional planning.

In view of the pressing administrative, economic, and instructional problems facing the five colleges, it seemed mandatory that some basic data be made available concerning enrollment trends, and the characteristics of freshmen students that these colleges serve. Consequently, at its initiation, the program was structured to conduct a continuing inquiry into the characteristics of entering freshmen at the five colleges, and to plan curricula changes that would provide optimum opportunities for academic achievement of freshmen.

This report is a summation of the findings over a three year period from 1966-1969.

Scope of the Report. The report includes data that are basically descriptive on the characteristics of freshmen students at the five colleges collected during the 1966-67, 1967-68, and 1968-69 school years. The CORD program used these data in a Validity Study utilizing consultant services from the Educational Testing Service. The Validity Study provides data from which inferences are being drawn and factors revealed that are useful in predicting success of the freshman student population. The Validity Study analysis provides composite information for the population of the five colleges and a breakdown of data for individual institutions.

In addition to the Validity Study the report includes (1) a report on a preliminary study of the Relations Between Personality Variables, S.A.T. Scores and Grade Point Averages among North Carolina College Freshmen and a description of representative facets of developmental programs at each of the five participating colleges. (See Chapter III). The developmental programs were designed to remove academic deficiencies revealed in the data collected on freshmen at the beginning of the 1966-67, 1967-68, and the 1968-69 academic years.

Procedures. The normative survey method has been used each year. Data were collected on a number of problems relating to freshmen students and presented in tabular form using frequency distributions, percentages and means relative to:

1. Enrollment Trends
2. The Educational Preparation of Freshmen Students
3. The Economic Aid Available to Students
4. The Communities From Which the Students Come
5. The Students: Their Educational and Vocational Aspirations and Achievement

The institutional representative of each college participating in the CORD project collected the data on his institution and transmitted it to the Director's office for inclusion in the combined report.

Sources of Data. The primary sources for data were:

1. College Records
2. Student Questionnaires
3. College Administrators

Background Information. The preparation of the first report on the Characteristics of Entering Freshmen, 1966-67, provided background information for the 1967-68 and 1968-69 research reports. Major findings of the 1966-67 reports were as follows:

1. There is a significant increase in enrollment of entering students in a majority of the participating colleges which presents curricular problems which are associated with under-achievement, low family income, educational and vocational aspirations.

2. Research data showed the mean score of students entering the five colleges to be 640 on the Scholastic Aptitude Tests while the national average is 780. This is a mean difference of 140.

3. Reading test data showed the mean grade equivalent for entering students to be 10.7.

4. Regarding financial assistance, approximately 40 per cent of the entering students received financial aid with federal sources providing the largest measure of assistance. Local college assistance from scholarship and loan funds ranked second as a source of support.

5. The educational and vocational aspirations of entering students pointed up the need for compensatory education, vocationally oriented methodology and adequate counseling and guidance services.

6. Teachers perceived the students' deficiencies to be in the following categories, Reading skills, vocabulary and comprehension, written and oral communication, study skills and ability to think logically.

7. No more than 10.4 per cent of the entering students were "very satisfied" with their college experience (a period of approximately three months). From 40 to 65 per cent were "moderately satisfied" while 24 to 50 per cent were "dissatisfied" and/or "uncertain."

Organization of Remainder of Report. The remainder of the report for 1968-69 is organized as follows: Chapter II gives an analysis and interpretation of data; Chapter III presents representative facets of developmental programs at the five participating colleges; Appendix A includes the Validity Study; Appendix B contains a pilot study in personality characteristics of entering freshmen; and Appendix C contains a brief description of an Institute that is an outgrowth of the CORD project.

CHAPTER II

ANALYSIS AND INTERPRETATION OF DATA

I. Enrollment Trends

Method. Figures on the number of entering freshmen, and the total increase in the student body, were obtained at each college from the office of the Registrar. The percentages are computed from the year 1962-63 as a base figure.

Data. The data are presented here as reported from each of the five colleges. First are presented data on enrollment trends. Second are presented data on admissions policies of the five colleges.[3]

Bennett College

TABLE 1 B

NUMBER OF ENTERING FRESHMEN AND PER CENT INCREASE
BENNETT COLLEGE 1968-69

Year	Number of Freshmen	Base Year 1962-1963	Per Cent of Increase
1968-69	230	202	14.1

It will be noted that there was a slight decrease in freshmen enrollment from last year.

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[3] The tables in this report are numbered so as to identify the name of the College reporting the data. The number indicates the order for each table and the letter following the number codes the college reporting the information in the tables as follows: Bennett College, 1 B; North Carolina College, 1 N.C.C.; Saint Augustine's College 1 S.A.C.; Shaw University, 1 S.U.; and Winston-Salem State College 1 W.S.S.C.

TABLE 2 B

NUMBER OF ENTERING FRESHMEN AND PER CENT INCREASE AT BENNETT COLLEGE SIX YEAR PERIOD 1962-69

Year	Number of Freshmen	Per Cent of Increase
1962-63	202	
1963-64	183	-9.4
1964-65	195	-3.5
1965-66	235	16.3
1966-67	204	-1.0
1967-68	232	14.8
1968-69	230	13.8

TABLE 3 B

TOTAL NUMBER OF THE PRE-GRADUATION STUDENT BODY BENNETT COLLEGE 1962-69

Year	Number	Per Cent of Increase
1962-63	582	
1963-64	594	2.1
1964-65	608	4.5
1965-66	655	12.5
1966-67	662	13.9
1967-68	686	17.9
1968-69	684	17.2

Summary of enrollment trends at Bennett College. As can be seen from Tables 1, 2,and 3, there has been a slight decrease in enrollment in 1968-69. The decrease in the number of freshmen students is 2. There has been no change in admissions policy.

North Carolina College

TABLE 4 N.C.C.

NUMBER OF ENTERING FRESHMEN AND PER CENT OF INCREASE 1968-69

Year	Number of Freshmen	Base Year 1962-1963	Per Cent of Increase
1968-69	805	691	15.1

TABLE 5 N.C.C.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE INCREASE AT NORTH CAROLINA COLLEGE SIX YEAR PERIOD 1962-69

Year	Number of Freshmen	Per Cent of Increase
1962-63	691	
1963-64	654	-5.4
1964-65	701	1.4
1965-66	959	38.9
1966-67	1053	52.5
1967-68	711	-2.9
1968-69	805	15.1

TABLE 6 N.C.C.

TOTAL STUDENT ENROLLMENT AT NORTH CAROLINA COLLEGE 1962-69

Year	Number	Per Cent of Increase or Decrease
1962-63	2280	
1963-64	2390	4.8
1964-65	2357	- 3.4
1965-66	2489	9.2
1966-67	2915	27.9
1967-68	2765	-21.3
1968-69	3042	32.6

Summary of enrollment trends at North Carolina College. Tables 4 and 5 contain the basic information concerning freshman enrollment for the six year period 1962-63 to 1968-69.

Table 5 shows that although there has been an increase over the six-year period, there has not been an increase each year over the previous year. An unusually large increase in enrollment occurred in 1966-67. In the succeeding year, 1967-68, it was necessary for the college to engage in some retrenchment. This curtailment accounts for the negative per cent change for 1967-68.

Table 6 shows that the total student body has grown from 2,280 in 1962-63 to 3,042 in 1968-69, a percentage increase of 32.6.

Saint Augustine's College

TABLE 7 S.A.C.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE OF INCREASE AT SAINT AUGUSTINE'S COLLEGE 1968-69

Year	Number of Freshmen	Base Year 1962-1963	Per Cent of Increase
1968-69	310	161	90

TABLE 8 S.A.C.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE INCREASE AT SAINT AUGUSTINE'S COLLEGE SIX YEAR PERIOD 1962-1969

Year	Number of Freshmen	Per Cent of Increase
1962-63	161	
1963-64	185	14
1964-65	205	21
1965-66	248	54
1966-67	356	114
1967-68	331	105
1968-69	310	90

TABLE 9 S.A.C.

TOTAL PRE-GRADUATION STUDENT ENROLLMENT AT SAINT AUGUSTINE'S COLLEGE FIVE YEAR PERIOD 1962-1969

Year	Number of Students	Percentage of Increase from 1962 - 1969
1962-63	732	
1963-64	766	4.6
1964-65	736	0.5
1965-66	818	11.7
1966-67	956	30.6
1967-68	1,031	40.8
1968-69	1,040	42.0

Summary of enrollment trends at Saint Augustine's College. This information was taken primarily from the records of the Dean of Students and the Registrar. Saint Augustine's College freshmen enrollment has increased from 161 students in 1962 to 310 students in 1969. This range represents an increase of 90 per cent based on the number of students who entered in 1962. Numerically, freshmen enrollment has increased by 149 students.

The total enrollment of students at Saint Augustine's College has increased from 732 students in 1962 to 1,040 students in 1969. This represents a percentage increase of 42 per cent in the total student body enrollment.

Shaw University

TABLE 10 S.U.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE OF INCREASE AT SHAW UNIVERSITY 1968-69

Year	Number of Freshmen	Base Year 1962-1963	Per Cent of Increase
1968-69	311	244	27.5

TABLE 11 S.U.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE OF INCREASE (OR DECREASE)* SHAW UNIVERSITY 1962-1969

Year	Number	Per Cent of Increase (or Decrease)
1962-63	244	
1963-64	198	(-18.8)
1964-65	192	(-21.3)
1965-66	267	9.4
1966-67	396	62.3
1967-68	513	110.2
1968-69	311	27.5

*All percentages calculated from 1962-63 year base.

TABLE 12 S.U.

TOTAL PRE-GRADUATION STUDENT BODY SHAW UNIVERSITY 1962-1969

Year	Number	Per Cent of Increase (Or Decrease)*
1962-63		
1963-64	632	
1964-65	695	10.0
1965-66	766	21.2
1966-67	964	52.5
1967-68	1,161	83.7
1968-69	1,099	73.9

*All percentages calculated from 1963-64 year base.

Enrollment Trends

During the period 1965-66 through 1967-68 there was a marked increase each year in the number of entering students. There was a percentage decrease of 174.6 in the 1968-69 entering class. This decrease is attributed to the fact that the large enrollment of the previous year and the low attrition resulted in fewer spaces being available.

As newer facilities are built the size of the entering class will increase accordingly.

The decline in the total number of students is also attributable to the lack of available physical space.

The percentage of entering students from outside the state has also been steadily increasing since 1962-63. This increase will no doubt continue as the university expands its recruitment program in its efforts to have a more nationally represented student body. At the present time, the majority of the out-of-state students are drawn from the Northeast.

Winston-Salem State College

TABLE 13 W.S.S.C.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE OF INCREASE
AT WINSTON-SALEM STATE COLLEGE 1968-1969
SOURCE OF DATA - ADMISSIONS OFFICE

Year	Number of Freshmen	Base Year 1962-1963	Per Cent of Increase
1968-69	260	152	71.0

All percentages are calculated from 1962-63 year base

TABLE 14 W.S.S.C.

NUMBER OF ENTERING FRESHMEN AND PERCENTAGE OF INCREASE
AT WINSTON-SALEM STATE COLLEGE 1962-1969
SOURCE OF DATA - ADMISSIONS OFFICE

Year	Number of Freshmen	Number of Increase	Per Cent of Increase
1962-63	152		
1963-64	291	139	91.4
1964-65	335	183	120.4
1965-66	353	201	132.2
1966-67	345	193	127.0
1967-68	318	166	109.2
1968-69	260	108	71.0

TABLE 15 W.S.S.C.

TOTAL PRE-GRADUATION STUDENT ENROLLMENT AT
WINSTON-SALEM STATE COLLEGE 1962-1969
SOURCE OF DATA - ADMISSIONS OFFICE

Fall Semester

Year	Number of Students	Number of Increase	Per Cent of Increase (1962 as Base)
1962-63	1,249		Base Year
1963-64	1,160	- 89	- 7.1
1964-65	1,115	-134	-10.7
1965-66	1,242	- 7	- .5
1966-67	1,296	+ 47	3.7
1967-68	1,325	+ 76	6.0
168-69	1,301	+ 52	4.1

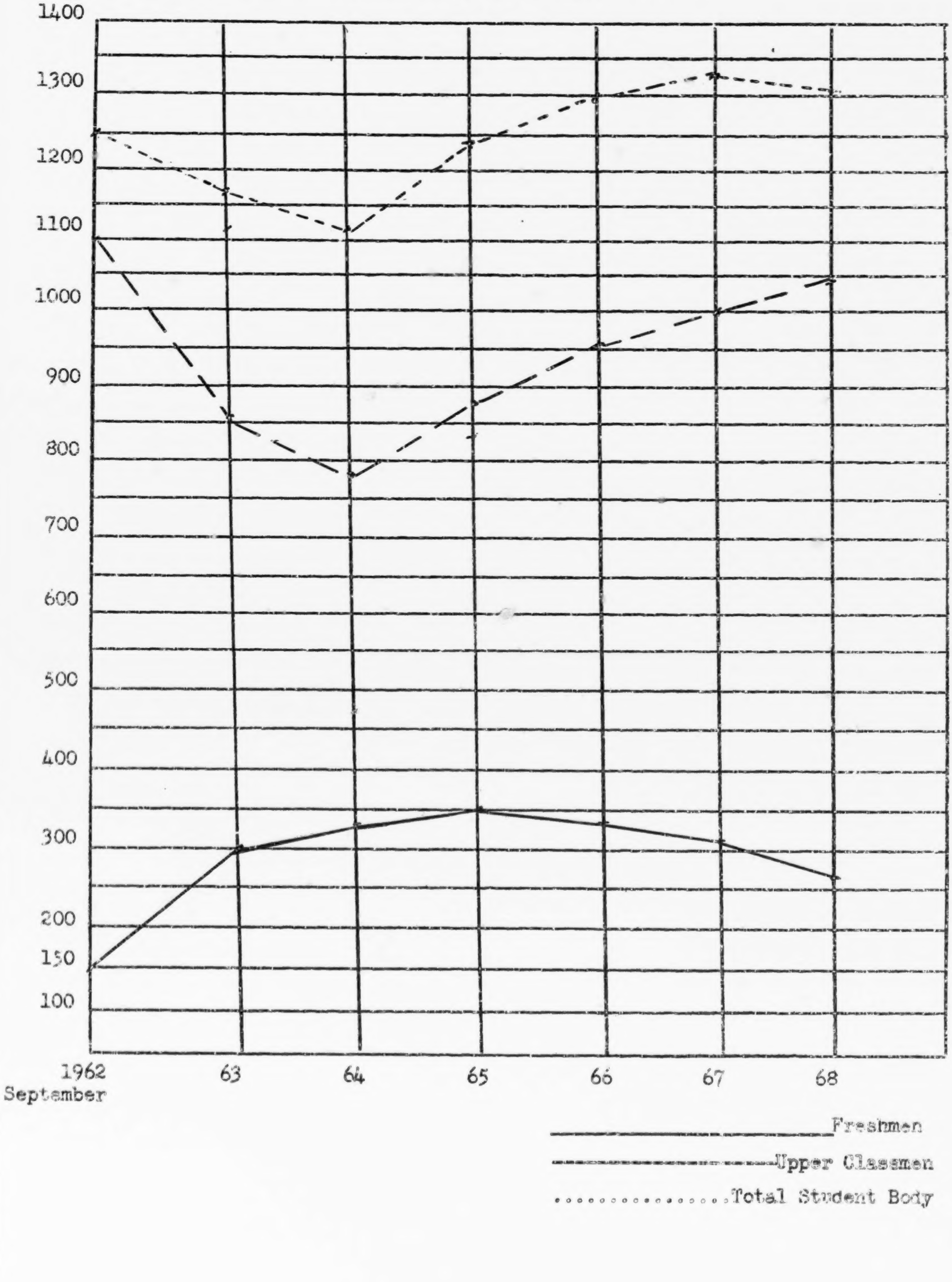
Summary of enrollment trends at Winston-Salem State College. The number of entering freshmen at Winston-Salem State College showed an increase from 1962 through 1965. Following this there was a steady decline through September, 1968. This is due to the raising of admission standards.

In the total enrollment of Winston-Salem State College there was a decrease in number for the years 1963, 1964, and 1965, with September, 1964 showing the greatest decline. From 1966 there has been an increase in the number based on the enrollment of September, 1962, with a slight decline from 1967 to 1968.

TABLE 16 W.S.S.C.

Year	Freshmen	Number of Students Excluding Freshmen	Total Enrollment
1962-63	152	1,097	1,249
1963-64	291	869	1,160
1964-65	335	780	1,115
1965-66	353	889	1,242
1966-67	345	951	1,296
1967-68	318	1,007	1,325
1968-69	260	1,041	1,301

ENROLLMENT OF FRESHMEN, UPPER CLASSMEN AND TOTAL
STUDENT BODY 1962 - 1968



Graph -

The graph shows a steady increase in the number of freshmen from 1962 through 1965, while the number of upper classmen showed a decrease with the number of upper classmen never reaching the 1962 figure.

The total enrollment decreases but exceeds the 1962 total enrollment from 1966 through 1968. The total enrollment reaches a peak in 1967 and falls back again in 1968.

Summary of Enrollment Trends for Entering Students

The data on the enrollment of the five participating institutions show an increase in freshmen enrollment over the base figures for 1962-63. The enrollment at Bennett College has maintained a relatively stable size entering group. North Carolina College enrollment reached a peak in 1966-67 when it rose to 1,053. It dropped to 711 in 1967-68 and rose to 805 in 1968-69. Saint Augustine's enrollment experienced a slight increase in 1967-68 school year and also in 1968-69. The enrollment at Shaw University fluctuated reaching 513 in 1967-68 and dropping to 311 in 1968-69. Winston-Salem State College reached a peak of 353 in 1965-66 and dropped to 260 in 1968-69.

Discussion. Instructional problems created by changes in enrollment at the colleges seem to revolve around: lack of space for necessary facilities, problems of administration and scheduling, problems of hiring faculty and maintaining a reasonable student teacher ratio. Efforts were made to find reasonable and effective means of predicting student enrollment. One method used by most of the colleges was that of raising the admission standards or in other words using controls which made possible more accurate prediction.

II. Admissions Policies and Procedures

Method. The Institutional Researcher at each college consulted the Admissions Office on the policy of admissions for that college.

Bennett College

The admissions policies and procedures are administered and controlled by an admissions committee, of which the director of admissions is chairman. Membership on this committee consists of representatives from the central administrative committee, the faculty, students, and the admissions staff.

The admissions policies are clearly stated in the catalog, in college handbooks, and admissions literature. The policies were established through the cooperative efforts of the trustees, president, the director of admissions and the admissions committee. Changes are recommended by the admissions committee.

The admissions committee seeks to recruit students whose credentials reveal that their interest, abilities and goals harmonize reasonably well with the philosophy and objectives of the college.

The effectiveness of the admissions policy is attested by the low mortality. The college loses on the average of about fifty-eight or sixty students each year which is approximately 10 per cent. These losses are for voluntary withdrawal, transfer, academic standing or other reasons.

It is recommended that revisions are needed to clarify the status of the students who come to Bennett with advanced standing and to spell out precisely also the units required in secondary subjects.

To be admitted the student fills out an application card, mails it with a $10.00 application fee to the director of admissions. She receives from the director of admissions a packet of application materials. When the student fills out all the forms mailed to her, her folder is begun, which consists of: High school transcripts, recommendations, health blank, autobiography, application form completed. All of these forms are reviewed and evaluated by the director of admissions and other members of the admissions committee.

Exceptions have been made in the cases of foreign students which have been screened, examined and recommended through other agencies and alumnae counselors. A very few students have been admitted at the end of their junior year in high school. On the whole these students have performed well academically.

There is no definite policy on early admission or advanced standing. The secondary school record and test scores are used for guidance and placement in the first semester if students are given early admission or advanced standing.

The admissions officer and financial aids officer administer the program of scholarships and financial aid. In order to receive a scholarship a student files an application. Her principal and/or guidance counselor write recommendations describing the applicants needs and merits. The transcript, test scores and other application material give evidence also of the merits of the student.

Orientation begins for the Bennett student the moment she is accepted for admission to the college. In addition to the catalogs and brochures describing academic offerings, the students also are sent a special reading list with specific reading assignments that cut across the various academic areas. These assignments are utilized in the early group meetings to open discussion in which students exchange points of view relative to their reading experiences. Faculty members in the various discipline areas have charge of these activities.

Most of the foreign students who come to Bennett have either presented Cambridge Certificates or a secondary school certificate from a high school located in the American sector of their country. Practically all foreign students come to us highly recommended by graduates who are teaching in their countries, by friends of the college who know what the standards of admission are, or through a special scholarship program which seeks to bring the top talent from a particular country.

In the event there is some degree of uncertainty with reference to the English proficiency of a foreign student a test is required prior to her coming to the college.

North Carolina College

Admission policies and procedures at North Carolina College are formulated by the Admissions Committee and approved by the faculty and administration. The basic aim of the admissions policies and procedure is the selection of students for the undergraduate curricula who have a reasonable chance of success in an educational program of the college. The committee adheres to a flexible approach which permits individual consideration of each application, rather than a rigid set of standards that might deny an opportunity to many students who may succeed, if given a chance. Each applicant is judged on his secondary school record, the recommendation of his secondary school principal, his rank in his graduating class, and the results of the Scholastic Aptitude Test of the College Entrance Examination Board.

A SAT score of 650 for in-state students is considered satisfactory although students between 600 and 650 may be admitted and assigned to the Tutorial Center. A minimum SAT score of 850 was set for out-of-state students.

Upon request applications, catalogs, and an information sheet are sent to the applicant and the high schools are furnished with these materials and materials are issued to interested students while participating in College Day Programs in the various high schools throughout North Carolina. Students seeking admission fill out the application card, mail it with a $10.00 application fee to the Director of Admissions. They receive from the Director of Admissions a packet of application materials.

Upon receipt of the application and deposit a file folder is prepared for the applicant. Completed applications are reviewed by the Admissions Officer and notations made on the folder of the action to be taken on the application.

Attrition rate is a commonly used index of the effectiveness of admissions policies and procedures. The retention rate of North Carolina College compares favorably with that of other institutions of higher learning.

Saint Augustine's College

Saint Augustine's College is able to predict enrollment relatively accurately by August of each year. This is done on the basis of the number of applicants that have matriculated and have been accepted by August. Our records show that two (2) out of every three (3) applicants accepted will enroll at the college. This procedure was started approximately eleven years ago.

The enrollment trend at Saint Augustine's College is moving downward. Freshmen enrollment was at its peak during the 1966-67 school year, but has moved toward a 24 per cent decline since 1966-67. This decline quite possibly could be due to the admission committee's present policy of selecting as many quality students as possible until a suitable Educational Development Program is instituted.

Admissions Policies at Shaw University

Admission to Shaw University is based upon a combination of factors. Among them are CEEB Scores, high school performance and rank, recommendations of high school principals, teachers and counselors and evaluation of other materials such as autobiography submitted with the applications.

There is no strict formula, but an effort is made to determine whether the prospective student can benefit from the program of education which we have to offer.

High school rank and grades play an important role in admission. There is no minimum cut-off for the SAT.

Shaw is able to predict enrollment by August 1, by requiring each student to pay a non-refundable matriculation deposit of $50.00.

Winston Salem State College

The College has increased its efforts to improve the quality of the student body. Very significant criteria are the student's secondary school record, the verbal and mathematical scores on the Scholastic Aptitude Test as well as other standardized test scores which accompany the high school record. In addition, consideration is given to the recommendation of counselors and other administrative personnel from the high school. Although statistics will show a slight decrease in the 1968 freshman class size as compared to previous years, more notable would be the percentage of increase in the retention of students, thereby, causing little or no effect on our total enrollment at this time.

Summary of Admissions Policies at the Five Colleges.

The data on admissions policies indicate the use of multiple-criteria in determining the freshmen admission at all of the Colleges. Only one school has established a cut-off score on the Scholastic Aptitude Test. The criteria used in the selective systems set up by the colleges have resulted in a decrease in the number of students admitted during the past two years.

III. Educational Preparation of Freshmen Students

The information reported in this section describes the scholastic aptitude scores, reading achievement, and rank in high school class of the entering freshmen students at the five colleges. Included are the weights assigned to these factors in the admissions policies of the five colleges.

Method. Data were obtained by the Institutional Researcher at each college from the records of the registrar on: S.A.T. scores, Reading Test Scores, Rank in High School class, and the weight assigned to these factors in admissions policy.

Data. The data are presented as reported from each college.

Bennett College

Source of data. Admissions Office and Records Office. These offices obtained their information from the standardized tests and the transcripts of the students' high school records. Testing information was also obtained from the office of Counseling and Testing.

2. **Frequency distribution of combined S.A.T. Scores for freshmen students 1968-69.**

TABLE 17 B

COMBINED VERBAL AND MATHEMATICAL TEST SCORES
AT BENNETT COLLEGE

Standard Score	Frequency 1966-67	 1967-68	 1968-69
1150-1199			1
1100-1149		1	1
1050-1099	3	1	1
1000-1049	7	5	10
950- 999	7	19	7
900- 949	11	16	17
850- 899	24	19	21
800- 849	30	39	37
750- 799	23	32	39
700- 749	22	32	30
650- 699	22	32	54
600- 649	15	22	9
550- 599	25	11	2
500- 549	7	4	0
450- 499	1	0	0
400- 449	0	0	0
350- 399	0	0	0
300- 349	0	0	0
250- 299	0	0	0
Total	197	230	229
Mean	759.8	770.52	782.12
S D	135.8	140.08	129.53

It is noteworthy that there is a substantial increase in the mean score of this year's freshman class over that for the year 1967-68: 783.13 as against 770.52.

3. Frequency distribution of Verbal and Mathematical S.A.T. Scores for freshmen students.

TABLE 18 B

FREQUENCY DISTRIBUTION OF VERBAL AND MATHEMATICAL S.A.T. SCORES

Standard Score	Frequency					
	Verbal			Mathematical		
	1966	1967	1968	1966	1967	1968
600-649			1	2	1	1
550-599	3	4	7	15	18	4
500-549	16	12	11	20	21	11
450-499	14	24	29	38	52	31
400-449	41	43	47	48	48	53
350-399	43	61	66	48	54	61
300-349	44	42	64	26	16	7
Below 300	36	47	4			
Total	197	213	229	197	210	229
Mean	375.2	382.19	390.60	382.4	388.33	392.52
S D	87.6	70.80	61.77	86.7	69.28	67.76

The 1968-69 freshmen achieved a mean eight points higher on the verbal part of SAT, and four points higher on the mathematics part, than the 1967-68 freshmen.

TABLE 19 B

READING ACHIEVEMENT TEST SCORES OF FRESHMEN STUDENTS AT BENNETT COLLEGE

Nelson-Denny Reading Test

Grade Equivalents	Vocabulary		Comprehension		Total	
	1967	1968	1967	1968	1967	1968
14.0 and above	25	34	79	0	37	33
13.9 - 13.5	25	27	20	65	25	18
13.4 - 13.0	22	22	10	15	23	25
12.9 - 12.5	36	30	14	17	23	17
12.4 - 12.0	24	26	17	20	21	28
11.9 - 11.5	9	7	15	11	15	17
11.4 - 11.0	13	7	15	6	18	13
10.9 - 10.5	7	13	9	14	11	9
10.4 - 10.0	21	11	11	12	14	13
9.9 - 9.5	15	5	11	5	14	15
9.4 - 9.0	15	9	7	10	9	6
8.9 - 8.5	4	0	7	7	6	1
8.4 - 8.0	3	1	10	6	6	0
7.9 - 7.5	6	0		2	3	1
7.4 - 7.0		0		1		1
Less than 7.0		0		1		0
Total	225	192	225	192	225	192
Median Grade Norm	11.9	12.9	11.8	12.7	12.0	12.8
S D	1.85	2.27	1.92	2.71	1.87	4.98

TABLE 20 B

DISTRIBUTION OF 1967-69 STUDENTS BY RANK IN HIGH SCHOOL CLASS AT BENNETT COLLEGE

Top 1st Quartile	179	137
2nd Quartile	33	39
3rd Quartile	11	22
4th Quartile	4	9
Not Available	0	23
Total	227	230

The rank in class, along with grade point averages are given first consideration. The SAT scores are considered second, and the recommendations from the respective high schools rank last in consideration for admission. Other factors include the health of the student and her financial responsibility.

The mean score on the SAT for the verbal, mathematical and combined increased for the 1968-69 entering students when compared with those entering the previous year.

There was also a slight increase in the mean score for the various parts of the Cooperative Reading Test.

TABLE 21 N.C.C.

COMBINED S.A.T. SCORES FOR FRESHMEN STUDENTS AT NORTH CAROLINA COLLEGE

Standard Score	Frequency		
	1966-67	1967-68	1968-69
1200-1249			1
1150-1199			1
1100-1149			0
1050-1099	3	7	0
1000-1049	1	5	3
950- 999	11	5	15
900- 949	22	14	26
850- 899	37	32	38
800- 849	55	62	65
750- 799	86	68	120
700- 749	113	157	143
650- 699	163	164	198
600- 649	162	113	182
550- 599	149	1	2
500- 549	112	1	1
450- 499	42	0	1
400- 449	5	0	0
Number	958	629	796
Mean	663.9	728.25	724.9
S D	122.2	92.29	92.6

TABLE 22 N.C.C.

SUMMARY STATISTICS OF 1966-67, 1967-68
COMBINED S.A.T. SCORES

	1966-1967	1967-1968	1968-1969
Total	958	629	796
Mean	663.9	728.25	724.90
S D	122.2	92.29	92.60

The figures for 1968-69 show that the Mean SAT Score is up by 61.0 standard points over the 1966-67 figure. There is a decrease by 4.16 standard points below the 1967-68 figure. Four students scoring below 600 were admitted.

TABLE 23 N.C.C.

FREQUENCY DISTRIBUTION OF VERBAL AND MATHEMATICAL S.A.T. SCORES FOR FRESHMEN STUDENTS AT NORTH CAROLINA COLLEGE

Standard Score	Frequency					
	Verbal			Mathematical		
	1966	1967	1968	1966	1967	1968
650-699		0			2	
600-649	1	1			1	2
550-599	3	5	2	2	3	6
500-549	12	11	14	13	13	16
450-499	34	27	43	41	46	51
400-449	95	70	110	103	110	137
350-399	180	193	194	212	227	264
300-349	249	225	303	305	192	243
250-299	272	93	120	219	32	67
200-249	118	4	6	68	3	6
Total	964	629	792	964	629	792
Mean	327	354.0	355.0	339	374.3	370.0
S D	70	38.9	59.9	65	58.6	74.5

TABLE 24 N.C.C.

SUMMARY OF STATISTICS FROM 1966-67, 1967-68 S.A.T. SCORES AT NORTH CAROLINA COLLEGE

	1966-67		1967-68		1968-69	
	Verbal	Math	Verbal	Math	Verbal	Math
Total	964	964	629	629	792	792
Mean	326	339	354.0	374.3	355.0	370.0
S D	70	65	38.9	58.6	59.9	74.5

A minimum S.A.T. Score of approximately 650 for in-state students and 850 for out-of-state students was set in 1967-68.

TABLE 25 N.C.C.

READING ACHIEVEMENT TEST SCORES FOR NORTH CAROLINA COLLEGE FRESHMEN STUDENTS

The Iowa Silent Reading Test Scores for Freshmen, 1966-67 - 1967-69

Standard Score	1966-67	1967-68	1968-69
200-209	3	3	4
190-199	15	8	15
180-189	75	46	74
170-179	157	89	147
160-169	288	132	249
150-159	307	109	196
140-149	159	35	73
130-139	44	3	14
120-129	10	2	1
110-119	1		
Total	1060	426	773
Median Grade Norm	9.4	11.0	10.2
Median Score	159.8	168.0	163.5
Mean	162.0	165.4	164.5
S D	14.0	16.5	13.0

The median standard score was 159.8 in 1966-67, 168.0 in 1967-68 and 163.5 in 1968-69. A score of 159.8 is equivalent to the 11th percentile; a score of 168.0 is equivalent to the 23rd percentile and a score of 163.5 is equivalent to the 16th percentile. The 50th percentile for national averages is 181 for this test. The lower median score for 1968-69 can probably be attributed to the increased number of freshmen taking the test. Approximately 11 per cent of the North Carolina College freshmen scored at or above the median score of 181 and approximately one per cent of the students scored below the first percentile point of 138 based upon national averages.

TABLE 26 N.C.C.

DISTRIBUTION BY RANKS IN HIGH SCHOOL CLASSES OF FRESHMEN AT NORTH CAROLINA COLLEGE,1962-1969

Year	Rank								Not Ranked	
	Upper Quarter		2nd Quarter		3rd Quarter		Lowest Quarter			
	No	%	No	%	No	%	No	%	No	%
1964-65	394	56.3	151	22.0	73	10.4	23	3.2	60	9.0
1965-66	444	46.0	291	30.3	151	15.8	36	3.7	37	3.8
1966-67	459	42.6	201	11.0	97	9.0	25	2.0	271	25.7
1967-68	373	52.5	126	17.8	67	9.4	14	1.9	131	18.4
1968-69	407	57.0	189	26.5	94	13.1	28	3.9	74	9.1

Weight assigned to Educational Factors in Admission Policies at North Carolina College 1967-68. Consideration is given to the following criteria when evaluating a record for admission:

a. SAT scores
b. Rank in high school class
c. Transcripts
d. Recommendations from school principals and counselors

The Admissions Office reports that no particular weight is assigned to anyone of these items, but in questionable situations more weight may be assigned to transcripts.

The data in Tables 21, 22, 23, 24, and 25 are presented as evidence of the potential for success in academic work of students admitted to North Carolina College. A study of the distributions in Table 21 provides a fairly complete description of the performance of North Carolina College students on the Scholastic Aptitude Test.

An examination of Table 26 shows that for each of the years reported more than 60 per cent of freshmen earned averages which placed them in the upper half of their graduating class.

TABLE 27 S.A.C.

FREQUENCY DISTRIBUTION OF COMBINED S.A.T. SCORES FOR FRESHMEN STUDENTS AT SAINT AUGUSTINE'S COLLEGE

Standard Score	Frequency		
	1966	1967	1968
1060-1109			1
1010-1059			0
960-1009	1		1
910- 959	4	2	4
860- 909	4	6	3
810- 859	5	7	2
760- 809	16	9	11
710- 759	37	18	15
660- 709	36	31	16
610- 659	55	37	46
560- 609	46	51	63
510- 559	56	64	57
460- 509	25	25	21
410- 459	7	4	2
Total	293	234	242
Mean	622	614.8	618

TABLE 28 S.A.C.

FREQUENCY DISTRIBUTION OF VERBAL AND MATHEMATICAL S.A.T. SCORES FOR FRESHMEN STUDENTS AT SAINT AUGUSTINE'S COLLEGE

Standard Score	Frequency					
	Verbal			Mathematical		
	1966	1967	1968	1966	1967	1968
600-649			0			1
550-599	1		0			0
500-549	0	0	0	2	1	3
450-499	2	5	5	9	4	2
400-449	19	10	15	16	16	5
350-399	41	24	20	49	26	32
300-349	71	45	50	94	78	66
250-299	106	84	77	92	74	81
200-249	65	45	38	31	13	11
Total	305	213	205	293	212	201
Mean	301	316.4	303	320	309.5	315

TABLE 29 S.A.C.

IOWA SILENT READING TEST SCORES OF FRESHMEN STUDENTS AT SAINT AUGUSTINE'S COLLEGE

Grade Norm	Frequency	
	1967	1968
13-13.9	11	32
12-12.9	15	10
11-11.9	19	15
10-10.9	34	19
9- 9.9	42	39
8- 8.9	44	55
7- 7.9	66	48
6- 6.9	52	31
5- 5.9	46	25
4- 4.9	6	5
Total	335	279
Median Grade Norm	8.8	8.9

The 1969 reading scores again reflect the reality that Saint Augustine's College needs, not only a more inclusive remedial English and Reading program, but a Clinically Oriented Developmental Program. Although a student must make a score of grade 13 to get out of the remedial program, this does not mean that he can read sufficiently enough to do well in his other courses. It merely means that he reads well enough to get out of the remedial program.

Rank in High School Class of entering Freshmen at Saint Augustine's College.

The information in this section came from the College Reading Specialist and the Registrar of the College. At Saint Augustine's College, applicants are judged on the basis of the following criteria:

1. Quality of transcript
2. Recommendation of school counselor
3. Saint Augustine's College's capacity to fulfill the student's need
4. Scholastic Aptitude Score

The criteria are listed in order of preference. Since each applicant is still judged according to his own individual potential, specific weights cannot be assigned to the criteria.

The only means of consultation with high schools or the educational preparation of students is through the Guidance Counselors. The only way the college has influenced high school preparation is through the teacher workshops promoted by the college.

TABLE 30 S.U.

S.A.T. COMBINED SCORES OF FRESHMEN STUDENTS AT SHAW UNIVERSITY

Score Interval	Frequency		
	1966	1967	1968
1200-1249	1		
1150-1199	0		
1100-1149	2	1	
1050-1099	3	1	
1000-1049	0	4	3
950- 999	7	8	1
900- 949	2	8	6
850- 899	11	8	10
800- 849	17	16	12
750- 799	19	22	19
700- 749	32	40	27
650- 699	63	59	39
600- 649	63	88	55
550- 599	75	93	52
500- 549	70	80	19
450- 499	21	25	3
400- 449	5	3	0
Total Number			246
Mean	641.0	636.99	668.4
S D	13.50	118.365	109.5

TABLE 31 S.U.

SCHOLASTIC APTITUDE TEST SCORES AT SHAW UNIVERSITY

Score Intervals	Verbal			Mathematical		
	1966	1967	1968	1966	1967	1968
650-699				1		
600-649	1		0	1		1
550-599	3		0	4		1
500-549	9		3	2		4
450-499	10		8	12		10
400-449	20		20	28		18
350-399	54		37	70		53
300-349	108		90	119		86
250-299	127		69	126		67
200-249	62		19	31		6
Not Available	64					
Total Number			246			246
Mean	315.62		325.7	326.40		338.1
S D	120.0		47.20	120.0		62.85

TABLE 32 S.U.

COOPERATIVE READING TEST AT SHAW UNIVERSITY, 1967-68

Converted Score	Vocabulary	Level of Comprehension	Speed of Comprehension	Total
	F	C	F	F
182-183	1			
180-181				
178-179				
176-177		1		
174-175	1	1		
172-173				
170-171		2	2	1
168-169	2	4	2	1
166-167	1	4	4	2
164-165	3	5	4	4
162-163	9	6	3	5
160-161	11	18	7	6
158-159	14	17	12	11
156-157	28	22	18	15
154-155	13	48	11	18
152-153	30	28	9	18
150-151	39	47	29	23
148-149	32		18	36
146-147	76	32	12	40
144-145	34	51	16	43
142-143	32	46	50	63
140-141	54		85	60
138-139	23	50	26	67
136-137	49	30	71	41
134-135	20	33	56	24
132-133	21		35	17
130-131	8	26	18	9
128-129	5	15	15	4
126-127	3	8	6	1
124-125		8		
122-123		6		
120-121		1		
Highest Score	183	176	170	170
Lowest Score	127	120	127	127
Mean Score	145.2	144.7	141.7	143.3
S D	8.408	10.497	8.791	7.637
National Median	159.8	158.9	158.1	159.0

TABLE 33 S.U.

COOPERATIVE READING TEST SCORES
SHAW UNIVERSITY 1968-69

Score Interval	Vocabulary	Level of Comprehension	Speed of Comprehension	Total Reading
174-175	2	0	1	1
172-173	1	3	0	1
170-171	2	0	0	0
168-169	6	0	1	1
166-167	1	3	2	4
164-165	6	8	5	2
162-163	8	6	2	3
160-161	7	11	2	11
158-159	17	13	22	11
156-157	33	15	11	10
154-155	15	42	4	11
152-153	37	24	3	24
150-151	19	21	20	15
148-149	13	0	10	30
146-147	30	32	17	30
144-145	19	29	17	27
142-143	19	40	34	33
140-141	26	0	30	22
138-139	20	13	28	34
136-137	13	13	55	22
134-135	5	9	19	6
132-133	8	0	12	10
130-131	2	8	8	2
128-129	1	9	4	
126-127		3	2	
124-125		3	1	
122-123		4		
120-121		0		
118-119		0		
116-117		1		
Total Number	310	310	310	310

TABLE 34 S.U.

COOPERATIVE READING TEST 1968-69
SUMMARY STATISTICS

	Vocabulary	Level of Comprehension	Speed of Comprehension	Total Reading
Highest Score	175	172	175	175
Lowest Score	128	116	125	130
Mean Score	149.1	147.5	143.2	146.2
Standard Deviation	9.04	10.08	8.97	8.18

TABLE 35 W.S.S.C.

FREQUENCY DISTRIBUTION OF COMBINED S.A.T. SCORES FOR FRESHMEN STUDENTS AT WINSTON-SALEM STATE COLLEGE

Source of Data - Admissions Office

Standard Score		Frequency	
	1966	1967	1968
1250-1299			1
1200-1249			0
1150-1199			1
1100-1149		0	0
1050-1099		0	1
1000-1049		1	2
950- 999		1	2
900- 949		4	0
850- 899		13	11
800- 849		25	28
750- 799		40	35
700- 749		73	66
650- 699		133	113
600- 649		26	2
Total		318	260
Mean	689.33	723.7	729.5
S D			72.3

Summary: Table 35 shows that Winston-Salem State College Freshmen had a mean score of 729.5 for the year 1968-69. This is an increase of 5.8 over the previous year.

TABLE 36 W.S.S.C.

FREQUENCY DISTRIBUTION OF VERBAL AND MATHEMATICAL SCHOLASTIC APTITUDE TEST SCORES FOR FRESHMEN AT WINSTON-SALEM STATE COLLEGE

Source of Data--Admissions Office

Standard Score	Verbal			Mathematical		
	1966	1967	1968	1966	1967	1968
750-800			0			0
700-749			0			0
650-699		1	0			0
600-649	2	0	0	1		0
550-599	1	2	0	1	3	1
500-549	3	3	5	1	1	8
450-499	9	9	12	12	15	8
400-449	30	34	29	33	54	46
350-399	91	109	81	99	119	114
300-349	156	125	104	164	110	67
250-299	69	33	29	52	15	16
200-249	5	1	0	3	0	0
Under 200	1	1	0	1	1	0
Total	367	318	260	367	318	260
Mean	343.5	355.7	356.71	346.28	368.0	373.16
Standard Deviation			54.6			53.2

Summary: The figures in Table 36 for 1968 show a mean score of 356.71 for the Verbal part of the S.A.T. and a mean score of 373.16 for the Mathematical part. These scores show slight increases over the 1967 entering Freshmen class. Their mean scores were 355.7 and 368.0 respectively.

TABLE 37 W.S.S.C.

DISTRIBUTION OF READING TEST SCORES FOR WINSTON-SALEM STATE COLLEGE FRESHMEN

Grade Norm	The Nelson-Denny Reading Test		Frequency		
Grade Equivalents	Vocabulary 1968	Comprehension 1968	Total 1966	1967	1968
14.5-14.9			16		
14.0-14.4	10		3	12	10
13.5-13.9	9	33	14	10	10
13.0-13.4	19	5	16	21	18
12.5-12.9	26	16	29	19	25
12.0-12.4	35	20	34	31	23
11.5-11.9	23	17	31	18	19
11.0-11.4	15	29	40	38	22
10.5-10.9	8	30	28	23	16
10.0-10.4	22	16	27	29	18
9.5-9.9	28	12	36	37	28
9.0-9.4	25	20	37	35	24
8.5-8.9	14	11	25	14	17
8.0-8.4	15	11	18	10	11
7.5-7.9	6	19	12	14	11
7.0-7.4	2	6	11	4	3
Below 7.0	2	14	0	2	4
Total	259*	259	377	317	259
Median Grade Norm	11.0	10.7	10.84	10.7	10.9
Standard Deviation	1.7	1.9			1.9

* 1 Student absent for test

Reading Achievement of Freshmen at Winston-Salem State College. The reading achievement for September, 1968 freshmen is shown in Table 37. The median grade norm is 11.0 for vocabulary, 10.7 for comprehension and 10.9 for the total Reading Test scores. There is only a .2 increase in the total median grade norm of the 1968 class above the 1967 class. Students who fall below the 13th grade level for the vocabulary and comprehension parts combined are required to take a course in remedial reading until such time as he meets this level. Fourteen per cent of the freshmen class reached this level (38 out of 259).

TABLE 38 W.S.S.C.

HIGH SCHOOL CLASS RANK BY NUMBER OF FRESHMEN SEPTEMBER, 1968 AT WINSTON-SALEM STATE COLLEGE

Source - Admissions Office

	1968		1967	
Rank	Number	Per Cent	Number	Per Cent
Upper Fourth	133	51.1	166	52.2
Second Fourth	67	25.8	59	18.6
Third Fourth	33	12.7	56	17.6
Lower Fourth	20	7.7	30	9.4
Not Available	7	2.7	7	2.2
Total	260	100.0	318	100.00

Table 38 shows a slight decrease in the per cent of freshmen students from the upper fourth of their class in comparison with those of the class of 1967. Comparing the total of the Upper and Second Fourths, 76.9 per cent of the 1968 class came in this category. This is an increase of 6.1 per cent over the 1967 figure of 70.8 per cent.

Weight Assigned to Educational Factors in Admission Policies at Winston-Salem State College.

In selecting a freshman class, decisions for admission are based upon the candidate's academic record, scores on the Scholastic Aptitude Test, recommendations of secondary school officials, and other information concerning the health, character, abilities and promise of the candidate.

Summary of the Educational Preparation of Freshmen Students at the Five Colleges.

Although there has been no remarkable change in the SAT scores, the data shows an increase at all of the participating colleges. The college averages for 1968 range from 783.13 to 613 in contrast to a range of 759.8 to 618 in 1966. The national average is 780. The 1968 verbal and mathematics SAT averages, at the five colleges ranged from a mean of 375.2 to 301.0 on the verbal test in contrast to 337.2 to 315.6 in 1966; and from 392.5 to 315.0 on the 1968 mathematics score in contrast to a range 382.4 to 294 in 1966. The national averages for these "sub-tests" were 364 and 416 respectively.

V

The 1968 reading test grade norms reported are at an average from 12.8 to 8.8 in contrast to 12.0 to 8.8 in 1966. Thus showing a slight upward trend.

The data on rank in high school class in some instances are not available. Where recorded they are reported in quartiles. From 57 per cent to 75 per cent of the students came from the upper quarter of their high school classes. An effort is being made at all of the institutions to obtain this information as it is considered valuable for research.

The scores in each case reflect aspects of the individual institutions: its admissions policy and the kind of remedial courses it can offer. Reports on the tutorial and remedial programs available at the colleges indicate some to be relatively new. They are designed to improve basic skills in reading, speech and mathematics.

The summary charts given here show these results in the five colleges.

TABLE 39

SUMMARY OF MEAN FRESHMEN S.A.T. SCORES
FOR ALL COLLEGES, 1966 and 1968

	Total Test		Verbal		Math	
National Average		(780)		(364)		(416)
	1966	1968	1966	1968	1966	1968
Bennett	759.8	783.13	375.2	390.60	382.4	392.52
N. C. C.	663.9	724.9	327	355.0	339	370.0
St. Augustine's	622	618.0	301	303	320	315
Shaw	641	668.4	315.6	325.7	326.4	338.1
W.S.S.C.	689.33	729.5	343.5	356.71	346.28	373.16

TABLE 40

SUMMARY OF VARIABILITY MEASURES FOR FRESHMEN S.A.T. SCORES FOR ALL COLLEGES, 1966 and 1968*

	1966	1968
Bennett College	135.8	129.53
North Carolina College	122.2	92.6
Saint Augustine's College	105.2	Not given
Shaw University	135.0	109.5
Winston-Salem State College	Not given	72.3

*S. D. for Norming Group 110

TABLE 41

SUMMARY GRADE NORMS OF FRESHMEN READING TEST SCORES FOR ALL COLLEGES, 1966 and 1968

	Median Test Scores	
	1966	1968
Bennett College	12.6	12.8
North Carolina College	9.4	10.2
Saint Augustine's College	*N.A.	8.8
Shaw University	N.A.	
Winston-Salem State College	10.8	10.9

*Not Available

IV. Economic Backing of Students

The cost of attending the five colleges studied varies from approximately $825.00 to $1,500.00 per year for boarding students, and from $298.00 to $900.00 for day students. It is believed that there may exist important relationship between economic status and success in college for a considerable group of students. Economic information therefore may relate to educational achievement.

The following kinds of information on the economic position of the students in each college were gathered:

1. Sources of economic aid used by students
2. Family income levels
3. Problems the colleges see as arising from finances

Method. The Institutional Researcher at each college, in consultation with the financial aid office at each school reported data on: types of economic aid available, the number of students receiving aid, the family incomes of students, and financial problems arising in the college.

Sources of Data.

Financial Aid Office

Questionnaires

Bennett College

Economic Aid

Source of Data: Financial Aid Office

TABLE 42 B

TYPES AND SOURCES OF AID AVAILABLE TO STUDENTS
AT BENNETT COLLEGE

Types of Assistance	Number of Students
College Scholarships and Grants	350
Federal Aid	216
Work-Study Programs	256
Funds from Outside Agencies	
Total Number of Grants	822
Total Number of Students on Loans	209
Total Number with Scholarships and Loans	173
Total on Work-Study Programs and Loans	46
Total Number of Individual Students Receiving any Kind of Aid	550
Total Number of Students Not on any Official Economic Aid	134
Total Number of Pre-Graduation Students	684

Sources of Economic Aid to Students

1. Federal Government Program
   - a. N.D.E.A.
   - b. E.O.G.
   - c. College Work Study
2. Bennett College
   - a. Scholarship, Grant-in-Aid
   - b. Bennett College Work Study
3. Others
   - a. Methodist Scholarships
   - b. McClure Scholarships
   - c. Pfeiffer Scholarships
   - d. Z. Smith Reynolds
   - e. Methodist Loan
   - f. N. C. Prospective Teacher Scholarship and Loan

Note: Approximately $450,000 is provided for student aid.

The total number of grants decreased by 82. This was due to the decrease in Federal Aid. However the total number of students receiving aid of any kind increased from 483 last year to 550 this year.

Annual income level of families of freshmen students 1968-69

Source of information: Forms filled out by freshmen when applying for admission.

TABLE 43 B

ANNUAL INCOME OF PARENTS OR GUARDIANS
AT BENNETT COLLEGE

Income	Number 1966	Number 1968	Per Cent
Over $10,000	45	13.2	19.6
8,000 - 9,999	20	7.3	8.7
6,000 - 7,999	30	15.1	13.0
4,000 - 5,999	36	23.4	15.7
2,000 - 3,999	44	21.0	19.1
Below - 2,000	13	7.3	5.7
Not Available	42	12.3	18.3
Total	230		100.1

The Financial Aid Office addresses itself to allocating financial aid to students on the basis of their needs, and according to the availability of funds. These funds are made available by the federal government and from private sources. The main problem arises from the fact that there is not enough funds available to meet the needs of all the students who are eligible to receive it.

As far as the Financial Aid Office is concerned, we do not know of any problems that have arisen from economic aid to students.

North Carolina College

Economic Aid

Source of Data:

1. Financial Aid Office
2. Student Questionnaire

TABLE 44 N.C.C.

TYPES AND SOURCES OF AID AVAILABLE AT NORTH CAROLINA COLLEGE

Type of Assistance	Number of Students	Per Cent of Grants
A) College Scholarships and Grants	1,019	28.00
Federal Aid NDSC	1,104	30.00
Federal Work-Study Programs	917	25.00
Funds from Outside Agencies	297	8.00
North Carolina Work Aid	312	9.00
B) Total number of students on loans	1,401	
Total number with scholarships	277	
Total on Work-Study Programs	917	
C) Total number of individual students receiving any kind of aid	2,007	

TABLE 45 N.C.C.

FAMILY INCOME OF PARENTS OR GUARDIANS OF FRESHMAN STUDENTS AT NORTH CAROLINA COLLEGE 1966-1969

Income	Per Cent 1966-67	1967-68	1968-69
Over $10,000		3.0	2.0
8,000 - 9,999		1.0	2.1
6,000 - 7,999	8.6	6.0	12.9
4,000 - 5,999	20.9	42.0	38.0
2,000 - 3,999	35.9	48.0	46.0
Under 2,000	24.3		

Problems arising from finances at North Carolina College. The Financial Aid officer at North Carolina College reported the following problems:

1. A shortage of sufficient economic aid.
2. A problem of receiving application forms of entering students in time and adequately completed before the cut-off date for allocating funds.
3. Some freshmen students are occasionally hindered in academic work by financial problems, for instance not being allowed to complete examinations because of un-met bills.
4. Some students under-estimate their needs and have insufficient economic aid. The financial aid office attempts to find such cases, but some students fear they may not get aid if too much is required.
5. Some students, allocated aid through work programs, budget for tuition fees and bills on the total sum awarded. In fact they are paid as they work and the total sum is only reached at the end of the year. A state-supported institution like North Carolina College cannot give credit to students against work study programs.
6. The allocation of funds each year includes the amount that students graduating will repay. If they do not get jobs, or for some other reason fail to repay loans, that amount is unavailable for students in need.

TABLE 46 S.A.C.

INCOME LEVEL OF FAMILIES OF ENTERING FRESHMEN AT SAINT AUGUSTINE'S COLLEGE

Income	Per Cent	
	1966	1969
Over $10,000		6
8,000 - 9,999	6.2	3
6,000 - 7,999	8.3	8
4,000 - 5,999	24.1	10
2,000 - 3,999	29.8	14
Under - 2,000	31.6	52
Not Available		7

Problems arising from Finance. The previous information was taken from the records of the Registrar and Financial Aid Officer. As can be noted, approximately 74 per cent of our entering students families make less than two thousand dollars ($2,000) per year. This means that most of our entering students seek aid from the college. Also, it means that many students have to work. The Guidance Counselor feels that excess work can contribute to inadequate study habits as well as low performance in class.

Background of the Students. This information was taken from personal data sheets that were filled out by all entering students.

TABLE 47 S.A.C.

STUDENTS RECEIVING FINANCIAL ASSISTANCE AT SAINT AUGUSTINE'S COLLEGE, 1968-69

Type of Assistance	Number of Students	Per Cent of Students
Funds Administered by the College:		
Federal Funds:		
Educational Opportunity Grants	420	40.3
National Defense Student Loan	650	62.5
Veterans	20	1.9
Children of Veterans	4	.04
Social Security	9	.07
Work Study Program	400	38.4
College Funds:		
American Church Institute	50	4.9
Tuition Remission	20	1.9
College Entrance Examination Board	12	1.1
Valedictorian	14	1.3
Salutatorian	8	.08
Work Aid	350	33.6
Honors Program	15	1.4
Foreign Scholarships	8	.08
Other Scholarships	50	4.9
Funds Administered by Other Agencies:		
College Foundation	38	3.7
Rehabilitation	10	.09
Prospective Teachers Loans	4	.04
Other States' Loans	60	5.7
Other Scholarships	40	3.8

TABLE 48 S.U.

TYPES AND SOURCES OF FINANCIAL ASSISTANCE AVAILABLE TO FIRST YEAR STUDENTS SHAW UNIVERSITY 1968-69

Types of Assistance	No. of Students	Per Cent of Grants
College Scholarships	75	13.7
Economic Opportunity Grants	118	21.5
Work Study Program	130	23.7
Loans (NDEA)	104	19.0
Waiver of Tuition	5	0.9
Funds from Outside Agencies	116	21.2
Total Grants	548	
Total individual students receiving aid	182	58.5
Total students not on any official economic aid	129	41.5

TABLE 49 S.U.

ALL STUDENTS

	Number of Students	Per Cent
Total individual students receiving economic aid	659*	60.0
Total students receiving scholarships from outside agencies	68	6.2
Total students who are self-supporting	102	9.8
Total pre-graduation student body	1,099	

*Included in the 659 students receiving university aid are 151 students who are also receiving aid from other sources in order to meet their college expenses.

TABLE 50 S.U.

MAJOR SOURCE (OVERHALF) OF COLLEGE FINANCES*
SHAW UNIVERSITY 1968-69

Source	Number	Per Cent
Parents or Relatives	105	34
Wife or Husband	2	1
Personal Earnings and Savings	20	6
Scholarship	54	17
Loan	83	27
G.I. Bill, R.O.T.C., etc.	19	6
Trust Fund, Insurance, etc.	3	1
Other	23	7
No Response	1	1
Total	310	100

*Data from College Student Questionnaire administered to entering students, September 1968.

TABLE 51 S.U.

ESTIMATED INCOME LEVEL OF FAMILY*
AT SHAW UNIVERSITY

Estimated Income	Number	Per Cent		
		1966	1967	1968
Over $32,000	4			1
26,000 to 31,999	3			1
20,000 to 25,999	13			4
14,000 to 19,999	15			9
10,000 to 13,999	27		8.5	9
8,000 to 9,999	30	6.2	7.2	10
6,000 to 7,999	42	8.3	12.0	14
4,000 to 5,999	41	24.1	27.4	13
Less than 4,000	78	29.8	31.0	25
No Response	57	31.6	11.9	14
Total	310			100

*Data from College Student Questionnaire administered to entering students, September 1968.

TABLE 52 S.U.

INCOME LEVEL OF FAMILY OF STUDENT BODY AT SHAW UNIVERSITY 1968-69

Income Level	Per Cent of Student Body
$9,000 and above	21.7
7,500 - 8,999	52.2
6,000 - 7,499	15.2
3,000 - 5,999	8.7
2,000 and below	2.2

Winston-Salem State College

TABLE 53 W.S.S.C.

TYPES AND SOURCES OF FINANCIAL AID FOR STUDENTS AT WINSTON-SALEM STATE COLLEGE 1968-69

Source of Data - Student Aid Office

Type of Aid	1967-68	Per Cent	1968-69	Per Cent
A. Aid Provided by the College:				
1. Tuition Scholarships	120	39.0	107	39.5
2. College's Own Work Program	188	61.0	164	60.5
B. Federal, State or Local Government :				
1. Educational Opportunity Grant	309	24.0	267	28.2
2. National Defense Student Loan	569	44.3	358	37.7
3. College Work Study	373	29.0	167	17.6
4. Rehabilitation Program	25	1.9	23	2.4
5. Social Security	----		130	13.7
6. War Orphans	10	.8	4	.4
C. Other Sources :				
1. Prospective Teacher's Loans	19	8.7	16	17.2
2. College Foundation	28	12.7	11	11.8
3. Others	173	78.7	66	71.0
Total	1,814		1,313	

The Financial Aid Office at Winston-Salem State College makes special effort to find the exceptional financial needy student who has demonstrated academic potential. We encourage such students to seek admission. Approximately 85 per cent of our new students received financial aid through this office in 1968. We project that by 1970 fiscal year 95.6 per cent of our entire student body will receive financial aid from the college. Ninety-two per cent of our students receiving financial aid have come from families where the income is under $6,000.00.

TABLE 54 W.S.S.C.

ANNUAL INCOME OF PARENTS OR GUARDIANS OF THE 1968-69
FRESHMAN CLASS AT WINSTON-SALEM STATE COLLEGE

Source of Data - Student Aid Office

Income	Number of Students 1968	Per Cent 1966	Per Cent 1968
$8,000 and over		1.1	
7,500 and over	7	4.7	2.94
6,000 - 7,499	13	27.2	4.90
3,000 - 5,999	97	40.6	37.2
000 - 2,999	143	26.4	54.9
Total	260		

Problems of Instruction at Winston-Salem State College Arising from the Financial Status of Entering Students. An interview with the official charged with the responsibility of administering financial aid funds revealed the fact that the problems in this area are few. In fact, relatively few arise that cannot be solved within the framework of the guidelines established by the sources of aid, or the administrative machinery of the college. When problems do occur, for instance where the type of aid interferes with the students' academic obligations, every effort is made to effect an adjustment in the two requirements, or to offer the student some other pattern of aid that will be more compatible with his academic requirements.

Summary on Economic Backing of Students

The data collected on the economic backing of students at the five participating colleges show that in each college large numbers of the students receive some kind of financial assistance. Loans and work study programs provide larger sources of aid than scholarships. A substantial part of all forms of economic aid comes from federal sources.

Data on sources of financial aid show an overall increase in federal aid and work study programs. An increase in scholarship and grants can be seen also.

The annual income of parents or guardians appear to be increasing upwards. Yet four of the schools report problems arising from insufficient economic aid and an excessive number of hours that some students have to work in order to stay in school. Students are sometimes denied permission to take examinations because of financial problems.

Another problem encountered is the difficulty in making parents or guardians of students receiving aid understand the amount they must pay and when the money should be paid.

Further research on these issues are being undertaken with the hope that some of these problems caused by finances can be eliminated and what the colleges can do to ease those that cannot be eliminated.

TABLE 55

SUMMARY CHART SOURCES OF FINANCIAL AID 1966, 1968

	Bennett College		North Carolina College		St. Augustine's		Shaw		Winston-Salem	
	1966	1968	1966	1968	1966	1968	1966	1968	1966	1968
College Scholarships and Grants	115	350	1,472	1,019	28	177	318	193	99	107
Federal Aid	178	216	1,874	1,104	577	1,070	772	322	323	625
Funds from Other Agencies	12	*	147	297	33	152	25	116	96	93
Total Loans	70	209	2,037	1,401	274	714	467	104	119	358
Total Scholar-ships	159	173	588	277	208	177	414	249	266	107
Total on Work-Study Programs	76	46	868	917	156	750	234	130	67	331
Total Number of Grants	305	822	3,493	1,104	638	249	115	548	*	1,313
Total Number of Individual Students Receiving Grants	*	550	1,352	2,007	*	*	743	659	*	

[*] Not Available

V. Communities From Which the Students Come

The economic and cultural character of the communities of the feeder schools in part defines the character of that college population of entering students and is an important factor in delimiting the character of its products.

Method. Each college was asked to secure data on its chief feeder high schools, and the geographical areas from which its students are drawn. The following data briefly describe the population of this CORD project's cooperating colleges in terms of (1) feeder schools, (2) geographical distribution of college populations, (3) size and programs of feeder schools, and (4) income levels of counties in which feeder schools are located.

Data. Data is presented as reported by the Institutional Researcher at each college.

A. Feeder Schools

Bennett College Feeder Schools

Source of data. Admissions and Records Office

The average size of the high schools and the grographical distribution of students are given below. From the answers given on the questionnaire completed by the freshmen, the program in their respective high schools are as follows:

a. Schools with general high school programs	56
b. General high schools with business or commercial programs	95
c. Vocational high schools	13

TABLE 56 B

AVERAGE SIZE OF HIGH SCHOOL AT BENNETT COLLEGE

Size	Number	Per Cent
Over 900	4	1.7
600-899	19	8.3
300-599	50	21.7
0-299	137	59.6
Not Available	20	8.7
Total	230	100.0

TABLE 57 B

GEOGRAPHICAL DISTRIBUTION OF STUDENTS AT BENNETT COLLEGE

Location	Number	Per Cent
Students from North Carolina	319	46.6
Students from elsewhere in U.S.	353	51.6
Students from other countries	12	1.7
Total	684	99.9

There was an increase in the students coming from North Carolina: 46.6 per cent this year as against 44 per cent last year and 39 per cent in 1962-63.

TABLE 58 B

HIGH SCHOOLS IN NORTH CAROLINA FROM WHICH THREE OR MORE BENNETT COLLEGE FRESHMEN HAVE GRADUATED

	No. of Students	County
Central High School of Alamance Graham	6	Alamance
James B. Dudley High School Greensboro	18	Guilford
Stephens-Lee High School Asheville	3	Buncombe
Williston High School Wilmington	3	New Hanover
Atkins High School Winston-Salem	3	Forsyth
Carver Junior-Senior High School Winston-Salem	3	Forsyth
Jordan Sellars High School Burlington	6	Alamance
Central High School of Alamance Graham	3	Alamance
James B. Dudley High School Greensboro	11	Guilford
Price Junior-Senior High School Salisbury	3	Rowan

TABLE 59 B

DISTRIBUTION OF BENNETT COLLEGE STUDENTS
BY STATES AND COUNTRIES

State	1966-67	1965-66	State	1966-67	1965-66
Alabama	23	28	Tennessee	4	4
Arkansas		1	Texas	6	7
California	4	3	Virginia	85	79
Connecticut	9	11	Washington		1
Delaware	4	3	West Virginia	1	1
Dist. of Columbia	10	15	Wisconsin	1	1
Florida	13	20	Wyoming	1	
Georgia	32	26	Congo		1
Illinois	7	6	Ethiopia	1	1
Iowa	2	2	Indonesia		2
Kansas	1	1	Jamaica	1	
Kentucky	1	1	Katanga	1	
Louisiana	2	3	Kenya	1	
Maryland	9	11	Nigeria		1
Massachusetts	1	1	Panama		1
Michigan	1	3	Rhodesia		2
Mississippi	9	6	Sierra Ieone	5	4
Missouri	1	1	Samoa (US)		1
New Jersey	26	28	Somali Republic	1	
New York	17	13	Tanzania	1	
North Carolina	268	253	Thailand	1	1
Ohio	8	1	Virgin Islands	2	3
Pennsylvania	22	29	Western Samoa		1
Rhode Island	1	1	Zambia	1	1
South Carolina	81	64			

TABLE 60 B

GEOGRAPHICAL DISTRIBUTION OF STUDENTS FROM THE U. S. IN ALPHABETICAL ORDER OF STATES, 1968-69 AT BENNETT COLLEGE

State	Number of Students
Alabama	14
Arizona	2
California	2
Connecticut	5
Delaware	4
District of Columbia	21
Florida	32
Georgia	29
Illinois	3
Indiana	2
Kentucky	1
Louisiana	3
Maryland	7
Michigan	3
Mississippi	5
New Jersey	20
New York	20
North Carolina	319
Ohio	5
Pennsylvania	19
Rhode Island	2
South Carolina	67
Tennessee	4
Texas	4
Virginia	71
West Virginia	2
Washington	6
Foreign Students	12
Total	684

Feeder High Schools

North Carolina College. North Carolina College draws students from several states in the Union, but most are drawn from the Piedmont section of North Carolina. The high schools from which freshmen students come to North Carolina College have been changing because of the reorganization in the state school system resulting from consolidation and integration. Consequently, some schools are amalgamated, their names changes, or the school is changed from a Senior into a Junior high. Although the names of feeder high schools are changing, the students come from the same geographical areas of the state.

TABLE 61 N.C.C.

NUMBER OF FRESHMEN STUDENTS ENTERING NORTH CAROLINA COLLEGE FROM FEEDER SCHOOLS FOR YEAR 1968-69

Name and Location of School	Frequency Based on 30 Per Cent Sample
North Carolina	
Hillside High, Durham	18
Merrick-Moore High, Durham	7
J. T. Barber High, New Bern	6
Dillard High, Goldsboro	5
J. W. Ligon High, Raleigh	5
Person County High, Roxboro	4
Henderson Institute, Henderson	3
West Charlotte High, Charlotte	3
Dudley High, Greensboro	2
E. E. Smith High, Fayetteville	2

TABLE 62 N.C.C.

GEOGRAPHICAL DISTRIBUTION OF AREAS FROM WHICH STUDENTS COME TO NORTH CAROLINA COLLEGE 1967-68

Location	Per Cent			
	1962-63	1966-67	1967-68	1968-69
Students from North Carolina	91.44	87.9	85.9	88.8
Students from elsewhere in US	8.18	11.7	13.9	11.1
Students from other countries	.37	.28	.12	0

The above table gives an outline of the geographical distribution of the areas from which students come. It also yields information on the mixture of backgrounds represented in the student culture of the college. The great majority of students come from North Carolina. The percentage of students from other countries has declined. Out-of-state students at North Carolina College have tended to come traditionally from certain areas of the U. S.: A detailed breakdown of these figures is given every year in the college catalogue. Significant numbers of out-of-state students come chiefly from Washington and the states of New York, New Jersey, Pennsylvania, Massachusetts, Virginia, South Carolina and Georgia.

A survey revealed that at least 80 per cent of the high schools from which the North Carolina College freshmen students graduated are comprehensive high schools. Each student reported that his high school has a general high school program and a business or commercial program. Approximately 80 per cent reported vocational and college preparatory programs.

Tables 63 and 64 show the sizes of the high schools (9-12) from which the North Carolina College entering freshmen came in 1966-67--and the size of the graduating classes. Although feeder schools are changing, the general character, and programs remain basically constant.

TABLE 63 N.C.C.

SIZE OF THE HIGH SCHOOL (GRADES 9-12) FROM WHICH 1966-67 NORTH CAROLINA COLLEGE FRESHMEN GRADUATED AND PERCENTAGE OF FRESHMEN GRADUATING FROM EACH CLASSIFICATION

Size	Per Cent
Over 900	34
600-899	13
300-599	35
0-299	18

TABLE 64 N.C.C.

SIZE OF THE HIGH SCHOOL SENIOR CLASS FROM WHICH 1966-67 NORTH CAROLINA COLLEGE FRESHMEN GRADUATED AND PERCENTAGE OF FRESHMEN GRADUATING FROM EACH CLASSIFICATION

Size	Per Cent
Over 200	24
150-199	11
100-149	21
50-99	28
0-49	16

TABLE 65 S.A.C.

LIST OF CHIEF FEEDER HIGH SCHOOLS FOR SAINT AUGUSTINE'S COLLEGE 1968-69

Name and Location of School	Number of Students
J. W. Ligon - Raleigh, N. C.	23
East End High - Robersonville, N. C.	8
P. S. Jones - Washington, N. C.	5
Central High - Graham, N. C.	5
James E. Shepard - Zebulon, N. C.	5
Hillside High - Durham, N. C.	4
Camden High - Camden, New Jersey	4
J. T. Barber - New Bern, N. C.	4
Burke High - Charleston, South Carolina	4
Western High - Washington, D. C.	4
Proctorville - Proctorville, N. C.	4
Henderson Institute - Henderson, N. C.	4
W. S. Creecy - Rich Square, N. C.	3
Butler High - Hartsville, South Carolina	3
W. Gresham Meggett - Charleston, South Carolina	3
Ashley High - Gastonia, N. C.	3
Needham Broughton - Raleigh, N. C.	3
Belhaven High - Belhaven, N. C.	3
Charles H. Darden - Wilson, N. C.	3
E. B. Frink High - La Grange, N. C.	3
Peabody High - Petersburg, Virginia	3
W. G. Enloe - Raleigh, N. C.	3

Comment on Feeder High Schools at Saint Augustine's College: The typical student at Saint Augustine's College comes from the college bound or academically orientated program. Approximately eight per cent (8%) of our students come from vocationally orientated programs. Information could not be found as to the size of the high schools from which our students come.

TABLE 66 S.A.C.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS AT
SAINT AUGUSTINE'S COLLEGE 1968-69

Location	Per Cent 1968-69
Students from North Carolina	59
Students from Other States in U. S.	40
Students from Other Countries	1

TABLE 67 S.A.C.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS AT
SAINT AUGUSTINE'S COLLEGE 1968-69

State	Number of Students
Alabama	4
California	2
Connecticut	9
District of Columbia	35
Florida	46
Georgia	15
Illinois	9
Indiana	1
Maryland	3
Massachusetts	5
Michigan	1
New Jersey	35
New York	56
North Carolina	612
Ohio	5
Pennsylvania	29
South Carolina	94
Tennessee	2
Virginia	68
West Virginia	1
Canal Zone	1
Africa	2
Total	1,040

TABLE 68 S.U.

CHIEF FEEDER HIGH SCHOOLS*
SHAW UNIVERSITY 1968-69

High School	Location
Armstrong High School	Richmond, Virginia
Calvin Coolidge High School	Washington, D. C.
Cardozo High School	Washington, D. C.
C. E. Hughes High School	New York, New York
Central High School	Newark, New Jersey
DeWitt Clinton High School	New York, New York
Dwight Morrow High School	New York, New York
E. E. Smith High School	Fayetteville, North Carolina
Hillside High School	Durham, North Carolina
J. W. Ligon High School	Raleigh, North Carolina
Mount Vernon High School	Mount Vernon, New York
Person County High School	Roxboro, North Carolina
Port Chester High School	Port Chester, Pennsylvania
Southside High School	Newark, New Jersey
West Philadelphia High School	Philadelphia, Pennsylvania

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* High Schools listed in alphabetical order

TABLE 69 S. U.

AVERAGE SIZE OF HIGH SCHOOL AT SHAW UNIVERSITY

Average Size	Per Cent of Entering Students
900 and above	68.0
600 - 899	24.0
300 - 599	6.0
299 and below	2.0

TABLE 70 S.U.

GEOGRAPHICAL DISTRIBUTION SUMMARY OF ENTERING STUDENTS SHAW UNIVERSITY 1968-1969

		Per Cent	
	1962-63	1967-68	1968-69
Students from North Carolina	69.3	38.7	32.5
Students from elsewhere in U. S.	27.7	58.7	65.6
Students from foreign countries	3.0	2.6	1.9

TABLE 71 S.U.

GEOGRAPHICAL DISTRIBUTION OF ENTERING STUDENTS SHAW UNIVERSITY 1968-1969

Location	Number	Per Cent
Northeast		
Connecticut	1	0.3
Massachusetts	2	0.3
New Jersey	31	10.0
New York	75	24.1
Pennsylvania	29	9.3
Rhode Island	1	0.3
Total	139	45.6
South		
District of Columcia	19	6.1
Florida	9	2.9
Maryland	6	1.9
Mississippi	1	0.3
North Carolina	101	32.5
South Carolina	1	0.3
Virginia	17	5.5
Total	154	49.5
Midwest		
Illinois	1	0.3
Indiana	6	1.9
Michigan	1	0.3
Ohio	4	1.3
Total	12	3.8
Foreign		
West Africa	5	1.6
Central Africa	1	0.3
Total	6	1.9

TABLE 72 S.U.

PER CENT OF OUT-OUT-STATE ENTERING STUDENTS
SHAW UNIVERSITY 1962-69

Year	Number	Per Cent from In-State	Per Cent from Out-of-State
1962-63	244	69.3	30.7
1963-64	198	65.2	34.8
1964-65	192	57.8	42.2
1965-66	267	50.6	49.4
1966-67	396	35.9	64.1
1967-68	513	38.7	61.3
1968-69	311	32.5	67.5

B. Median Income of North Carolina Counties From Which Sizable Groups of Students are Attracted to the Five Colleges.

The median income of the non-white families in the predominate feeder counties for all schools ranged from $3,300 to $800--a level indicative of deprived poverty. The twenty-five counties listed in Table 73 are those North Carolina counties from which sizeable numbers of students are attracted to the five participating colleges. The median incomes for the non-white families in those counties is given. Forsyth County with a median income of $3,300 had the highest median income and Greene County the lowest with $800. All median incomes indicate large poverty stricken segments of the non-whites in the 25 counties.

TABLE 73

MEDIAN INCOME[*] OF NORTH CAROLINA FEEDER COUNTIES FOR FIVE PARTICIPATING COLLEGES

Counties listed roughly in order of numbers of students drawn to the five colleges--Durham County ranks number one as a feeder county for all five colleges, taken together.

County	Median Income	County	Median Income
Durham	$2,900	Granville	$1,600
Wayne	1,800	Person	1,500
Wake	2,400	Forsyth	3,300
Alamance	2,700	Nash	1,300
Cumberland	2,400	New Hanover	2,200
Vance	1,600	Orange	2,700
Greene	800	Sampson	1,300
Onslow	2,600	Buncombe	2,600
Mecklenburg	2,900	Pitt	1,300
Johnston	1,600	Gaston	2,600
Guilford	3,100	Caldwell	2,900
Wilson	1,600	Northampton	1,500
		Martin	1,500

[*] Approximates for non-white families based on extrapolation from 1959 data reported in "Selected Facts on North Carolina Relating to the Mission of the North Carolina Fund," September 30, 1966 (Mimeographed).

Summary of Feeder Schools

Data collected on feeder high schools show that these schools are largely comprehensive North Carolina high schools which have general business, vocational and college preparatory programs.

New Jersey, South Carolina, Virginia, Pennsylvania, District of Columbia, and New York contributed sizeable numbers of students to the five college freshmen classes. Bennett College reported the largest number of foreign students. Shaw reported a tendency to attract more students from outside North Carolina.

The statistical data in Table 73 were gathered in 1959, and incomes are probably higher now. But in relationship to other areas and other racial groups, it could still be stated that the schools are in counties which have low median incomes for non-white families.

VI. Students Educational and Vocational Aspirations

Educational and vocational aspirations are among the factors related to the motivation and success in college and are consequently of prime importance. Why an individual is persisting in school beyond the regular secondary level and what he hopes to accomplish as a result of that experience directly influence the behavior of that individual.

Why college students decide to attend college seems to be an aspect of the kind of behavior one can expect from them. It may also pose problems for the college they attend. If students' needs are to be adequately met, their problems, interest, and aspirations must be taken into account.

The reasons for attending college and the vocational aspirations of the freshmen classes at the five participating institutions are presented. Data have been gathered on the persistence rates of the freshmen students also.

Data are presented as reported from the college giving the information.

Bennett College

Source of data. Forms filled out by freshmen.

A. Reasons for attending College. There seems to be a degree of consistency regarding reasons for attending College among Bennett College freshmen over a two year period. The 1966-67 freshmen had at least 24 reasons for attending college. The freshmen of 1967-68 had at least 20. A sufficiently large portion of the class was sampled to assure a representative coverage of the total class and as a result a representative list of reasons.

TABLE 74 B

REASONS FRESHMEN GIVE FOR ATTENDING
BENNETT COLLEGE 1967-1968

1. To prepare for my chosen vocation
2. To afford myself and prospective family a better future
3. Higher education, more money and self improvement
4. To prepare myself for a better future
5. To have a higher income
6. To be better prepared to live in today's society
7. To fulfill my ambition
8. To be able to compete in the world
9. Pressure from parents
10. To meet new people
11. To help suffering little children
12. To obtain a job easier and faster
13. To gain rich experiences in group living
14. To find a husband and meet new people
15. Pressure from society
16. It was expected of me
17. The recruiter was convincing
18. To find out my capabilities
19. To help husband and give children advantages they will deserve
20. To complete my education

North Carolina College

The reasons given by freshmen students at North Carolina College for coming to college are summarized in the following table. Students were asked to give the real reason they decided to come to college and not a stereotyped reponse which they might be expected to give if their real reason seemed unusual or odd. Reasons given were categorized and are shown according to the proportion of the group listing a given reason.

TABLE 75 N.C.C.

REASONS FOR ATTENDING COLLEGE AS GIVEN BY FRESHMEN
AT NORTH CAROLINA COLLEGE

Reason Category	Per Cent of Freshmen	Rank
Prepare for a specific career	26.9	1
Improve self	23.0	2
Increase earning power (no specific career)	19.7	3
Prepare for a better future life	6.6	4
Satisfy wishes of parents	6.0	5
Prepare for the complexities of the modern world	4.6	6
Get a college education because it was deemed necessary (no explanation of "necessary")	3.7	7
Avoid the draft	2.9	8
Going to college was the right thing to do	1.7	9
Took the advice of persons other than parents	0.9	10.5
Find a marriage partner	0.9	10.5
Help the family	0.6	12.5
Heard North Carolina College was a good school	0.6	12.5
Advance the Negro race	0.4	14
Take advantage of a free schooling opportunity	0.1	15
No reason given	3.1	

Saint Augustine's College

The Saint Augustine's College freshmen listed some 15 general categorized reasons for attending college. These are reported in the following table:

TABLE 76 S.A.C.

REASONS FOR ATTENDING COLLEGE AS GIVEN BY FRESHMEN AT SAINT AUGUSTINE'S COLLEGE

Reason Category	Per Cent	Rank
Prepare for a specific career	22	2
Improve self	20	3
Increase earning power	26	1
Prepare for a better future	6	5
Satisfy parents	3	6
Prepare for the complexities of the world	2	7
Get a college education because it is deemed necessary	1	8
Avoid the draft	2	7
Going to college was the right thing to do	3	6
Advised by persons other than parents	3	6
Find marriage partners	2	7
Help family	8	4
Experience something new	1	8
To meet new people	0.4	10
To better serve mankind	0.6	9
No reason given	0.6	

Shaw University

The reasons given by Shaw University freshmen for attending college were taken from the applications for admission on which space is provided for this information. The reasons were categorized and summarized in the table below.

TABLE 77 S.U.

REASONS FOR ATTENDING COLLEGE AS GIVEN BY FRESHMEN AT SHAW UNIVERSITY

Reason Category	Per Cent of Freshmen
College education needed to get a good job	52
Want to grow professionally	10
To improve self	16
To better self and become more productive	5
To prepare for life's occupation	12
To broaden one's knowledge	5

Winston-Salem State College

The reasons given by the freshmen students at Winston-Salem State College are listed below. The list includes both reasons for making a decision for attending any college as well as for attending Winston-Salem State College.

Strong influence of my friends
Winston-Salem State has a good reputation as a teacher's College
Everyone is familiar with the teacher training program of Winston-Salem State College
My family insisted on my taking advantage of the school's good nursing program
Winston-Salem State's program is both good and improving
Winston-Salem State College is near home
I live in Winston-Salem
I was strongly influenced by the Alumni of Winston-Salem State College
I was impressed with the athletic program of the college
To prepare for a future useful life

I was pushed by parental pressure
I wanted the best elementary teacher training I could get in this area
College training will make possible a high paying job
Going to college is just the right thing to do
A college education enhances one's prestige

Education is a means of improving a person's standard of living
By attending college I will be in a better position to marry upward
A college degree will give my children a head start
A high school education is no longer sufficient for successful living.

B. Vocational Choices

Vocational Choices of Bennett College Freshmen. Data on vocational choice of freshmen students was obtained through student questionnaires.

TABLE 78 B

VOCATIONAL CHOICES GIVEN BY FRESHMEN AT BENNETT COLLEGE

Vocation	Number
Doctor	6
Journalist	3
Teacher	74
Personnel Worker	1
Research Scientist	22
Computer Programmer	3
Secretary	8
Nursery and Kindergarten Teacher	1
Lawyer	6
Homemaker	4
Guidance Counselor	2
Social Worker	17
Commercial Artist	1
Special Education Teacher	2
Psychologist	19
Speech Consultant	1
Medical Technologist	6
Librarian	1
Physical Therapist	3
Interpreter	3
Statistician	1
Business Administrator	2
Foreign Correspondent	2
Political Scientist	3
Music Supervisor	2
Case Worker	1
Sociologist	3
Engineer	1
Dietitian	1
Interior Decorator	2
Nurse	1

Vocational Choices of North Carolina College Freshmen. Vocational choices of freshmen students at North Carolina College are listed in the table below. The students listed some one hundred or more different vocations. These were regrouped for this report.

TABLE 79 N.C.C.

VOCATIONAL CHOICES OF FRESHMEN
AT NORTH CAROLINA COLLEGE

Vocation	Number	Per Cent
Teacher	315	37.8
Social Worker	129	15.5
Business Administrator	65	7.8
Accountant	47	5.6
Secretary	45	5.4
Lawyer	32	3.8
Sociologist	28	3.4
Psychologist	20	2.4
Medical Doctor	15	1.8
Chemist	14	1.7
Professional Biologist	13	1.6
Psychiatrist	11	1.3
Librarian	11	1.3
Civil Service Worker	10	1.2
Private Business Operator	9	1.1
Mathematician	9	1.1
Physical Therapist	9	1.1
Medical Technician	9	1.1
Guidance Counselor	8	1.0
Professional Musician	7	0.8
Commercial Artist	7	0.8
Nurse	6	0.7
Interpreter	5	0.6
Journalist	5	0.6
Professional Historian	5	0.6
IBM Clerk	4	0.5
Electronics Engineer	4	0.5
Bio-Chemist	3	0.4
Dietitian	3	0.4
Recreation Leader	3	0.4
Interior Decorator	2	0.2
Actor	2	0.2
Dentist	2	0.2
Laboratory Technician	2	0.2
Cartographer	1	0.1
Mechanic	1	0.1
Pharmacist	1	0.1
Politician	1	0.1
Science Researcher	1	0.1
Public Health Worker	1	0.1

Saint Augustine's College

TABLE 80 S.A.C.

VOCATIONAL CHOICES OF FRESHMEN AT SAINT AUGUSTINE'S COLLEGE

Vocation		Number	Per Cent
Teachers:			
Biology	4		
Teachers	34		
Elementary	22		
English	10		
Phy. Educ.	12		
Special Educ	8		
Speech Therapist	2		
Nursery School	2		
Business	2		
Psychology	2		
Sociology	4	102	34.0
Social Workers		74	25.0
Secretary		24	8.0
Registered Nurse		12	4.0
Government Service		12	4.0
Lawyer		10	3.3
Business Administrator		10	3.3
Physician		8	2.6
Mathematician		6	2.0
Physical Therapist		6	2.0
Accountant		6	2.0
Self Employment		4	1.3
Writer		4	1.3
Medical Technician		4	1.3
Show Business		2	.7
Electronics Engineer		2	.7
Home Economist		2	.7
Engineer		2	.7
Undertaker		2	.7
Purchasing Agent		1	.3
Guidance Counselor		1	.3
Laboratory Technician		1	.3

Shaw University

A comprehensive analysis of the frequency of and the number of different vocations to which Shaw University freshmen aspired follows. The list of vocations shows typical choices of the Shaw freshmen students.

TABLE 81 S.U.

VOCATIONAL CHOICES OF FRESHMEN
AT SHAW UNIVERSITY

Field	Number
Medicine and jobs related to the medical field	29
Business	34
Social Science, Welfare and Government	30
The Arts, Entertainment	5
Basic and Applied Science and Math	7
Agriculture and Home Economics	0
Sports	3
Law	2
Skilled Worker and Technician	0
Education and Teaching	16
Service Worker	1

Summary

The most frequently stated reasons students gave for attending college were generally typical. Reports for two years show little change on students' educational and vocational aspirations.

On vocational choice the data reveals a high percentage of students choosing teaching as a career, for two consecutive years.

CHAPTER III

REPRESENTATIVE FACETS OF DEVELOPMENTAL PROGRAMS AND COURSES AT FIVE COLLEGES

This chapter presents descriptive information from each of the colleges on facets of their developmental programs. Some of these programs are outgrowths of CORD research findings. Others have been restructured to meet the needs identified through CORD research.

The information is presented as received from the five colleges.

Summary Statement Re Curriculum at Bennett College

The Thirteen College Program, of which Bennett College is a member, was expanded during the year just ended to include sophomores. Previously only freshmen were in this Program.

Another significant change in the Bennett College Curriculum consisted in the introduction of courses in Black Studies. A seminar in Black studies was conducted by one professor, and a humanities course in Black Literature was offered by another teacher.

The Tri-College Consortium made up of Bennett College, Greensboro College and Guilford College worked very effectively during the past year. It began with a joint meeting of the faculties of the three colleges at the beginning of the school year. The schedules were made to coincide and staggered so as to make it possible for students to travel from one college to another and arrive on time for classes. There were a number of students, men and women, taking courses at Bennett which could not be had at Greensboro College or Guilford College, and a number of Bennett students took courses at the two colleges named.

Summary Statement on Individual Research

The research project on the teaching of analytical chemistry involved both Quantitative Chemical Analysis and Chemical Instrumentation. The videotape machine was used both to record the teaching of difficult concepts in the principles of analytical chemistry and also the lectures of certain of the students. This experiment involves the participation of students in the teaching of the courses. Dr. Ohmer Milton, Director of the Learning Resources Laboratory at the University of Tennessee, was the consultant to the Project. He made some valuable suggestions after having had dialogues with the Class as a whole, and with individual members of the Classes and with the student instructors who were paid assistants. As a result of the receipt of a new videotape machine, given by the General Electric Company especially for this project, it will be possible to experiment much more effectively. It must be said that the sentiment of the students is overwhelmingly in favor of greater participation in the teaching process.

The research project on Library Orientation has resulted in a new method of introducing freshmen students to the Bennett College Library. A videotape was made introducing the personnel of the Library, and each individual described the area of the library work for which she was responsible. The experiment consisted of dividing students into four groups. One group viewed the videotape and was allowed a question and answer period afterward. A second group viewed the videotape, but the tape was stopped at intervals, questions were asked and answered, and a question and discussion period was held at the end of the viewing. A third group was given the traditional lecture and tour of the Library. The last group was given no orientation whatever. A pretest and posttest of the Library was given. There was a very significant difference in the performances on the tests of the first and second groups over those of groups three and four. This difference resulted in a change in the Bennett College orientation procedure for freshmen.

Plans for Continuing Research

A research project is planned for the ensuing year with the expectation that it will result in substantive changes in our general education program. This project can be said to have been brought about by the Consortium.

Some faculty members at Bennett are interested in carrying forward small projects, but are not fully informed as to the manner in which the proposals for the same are to be constructed. The College Research Committee plans to distribute copies of a format for writing proposals for small projects in order to facilitate the submission of requests for support of research projects.

The Bennett College Research Committee, formed as a result of our participation in CORD and the Piedmont University Center, has defined its activities to include the examination of all research proposals which request support by or through the influence of the College. It expects to keep the faculty informed of sources of funds for the support of research, and hopefully to publish annually the results of research done on the Bennett Campus.

Suggestion for Further Work by CORD

It has been suggested that CORD might investigate noncognitive factors of freshmen students which bear on their success in college. This might be a valuable study for our Colleges to make. Perhaps out of it standardized tests might be developed which would be more suitable for students attending our Colleges than are the national standardized tests published by the Educational Testing Service.

THE TUTORIAL CENTER
NORTH CAROLINA COLLEGE
The 1968-69 School Year

Enrollment

The Tutorial Center enrolled 274 students under the following categories during the fall semester:

Freshmen		211
Assigned	150	
Volunteers	61	
Sophomores		55
Assigned	30	
Volunteers	25	
Juniors		7
Seniors		1
Total		274

For the spring semester, 283 students enrolled, as follows:

Freshmen		182
Assigned	143	
Volunteers	39	
Sophomores		85
Assigned	61	
Volunteers	25	
Juniors		10
Seniors		5
Special		1
Total		283

Among freshmen and sophomores, assigned and volunteers, were students who enrolled for two semesters of work in the Center. During the second semester, only 63 new students enrolled in the program.

Admissions, Retention

Admissions criteria, established during the summer of 1968, varied slightly from those in effect during the spring semester of 1968. Effective in September, the Office of Admissions admitted to the institution a group of freshman and sophomore students who were assigned specifically to the Center. Freshmen whose SAT scores totaled between 600 and 649 and whose grades and other critieria warranted probationary status, were admitted to the college contingent upon their enrolling in the Tutorial Center for two semesters and limiting their course loads for credit to 12 semester hours each semester. Similarly, other students, mostly sophomores, who had been dropped from the college for poor scholarship but were permitted to reapply for admission, were readmitted to the institution contingent upon their enrolling in the Center for at least the semester of their readmission and limiting their course loads to 12 semester hours. Continued assignment to the Center of these students was determined by their grades and grade-point averages at the end of the first semester after their readmission.

Assigned freshmen---those with 600-649 SAT scores---were retained in the Center or were released for the spring semester on the basis of their grade-point performances during the fall semester. Of 150 assigned freshmen during the fall semester, four maintained averages of 3.00 (B) or above and were released unconditionally from the Center with the recommendation that they be permitted to enroll for normal class loads. Eighteen who maintained first semester averages of between 2.50 and 2.99 were retained in the Center but were permitted to enroll for additional hours of credit. The staff felt that this inducement to improvement had a salutary effect on many enrollees.

The Staff

For the 1968-69 school year, the instructional staff was enlarged by four persons, bringing the total number of tutor-instructors to twelve---three in mathematics, two in speech, and seven in English. An additional person, employed by the Department of English, worked in a team relationship with a Tutorial Center instructor in a two-semester experimental component.

Course Offerings

Remaining supportive to the departments of English and Mathematics, the Tutorial Center offered intensified and highly individualized assistance to students enrolled in regular English and mathematics courses. These were English 110 and 120 for freshmen, English 130 and 140 for sophomores. Mathematics tutor-instructors offered work in algebra and trigonometry. Generally, tutorial offerings followed closely the same patterns and assignments established by the regular departmental outlines, with Tutorial Center personnel conferring as often as possible with members of the respective departments.

Speech assistance was based on individual needs, as established by tape-recorded tests administered by the staff to all assigned students in September. Following a rotating system, speech tutor-instructors offered sessions in therapy and in oral communication to as many tutees as they could handle during each semester. In addition to assisting Tutorial Center enrollees, speech tutors also held therapy sessions with students referred to the Center from English 210, a speech course.

Two innovative features of the Center's program surrounded activities of the Experimental Component, a team-teaching venture for both semesters in English 110 and 120 (composition), and a modified humanities experiment in introductory literature during the spring semester.

The Experimental Component, offered by a member of the Tutorial Center staff and a member of the Department of English, sought new approaches and techniques in the teaching of composition. Utilizing films, paperback books, audiovisual devices, and idea-centered units devised by the teaching team, the program encompassed, in a somewhat different manner, the basic materials of the two semesters of regular English 110 and 120. A random sample of Tutorial Center freshmen enrolled in the course and received regular credit for their participation.

The modified humanities experiment, which also yielded credit, involved the coordination of interdisciplinary approaches to the teaching of literature through art, music, architecture, sculpture, and other disciplines. Extensive use of films, filmstrips, disc recordings, transparencies, and the overhead projector were features of this spring semester class.

Both programs will be continued during the 1969-70 school year.

Counseling and Testing

These activities continued on approximately the same level as they were undertaken during 1968. Increased test administration was possible, however, because of two semesters of tutorial activity during the school year. Pre-testing and followup testing were accomplished during the year for the following instruments: The California Language Test, Forms X and Y; the Cooperative Mathematics Test I (Algebra), Forms A and B; and The Cooperative English Test, Forms OM and PM. Other tests included one administration of a survey of study habits and attitudes and one administration of The Cooperative Mathematics Test III (Trigonometry).

In addition to individual and group counseling and test administration, the Center's counselors administered an attitudinal survey which yielded meaningful information about students' attitudes toward the College, the Center, its personnel, and their own progress and difficulties as students.

The Paperback Library

The Center's library, which consists of approximately 2,500 titles, contains books, mostly paperback, covering a wide range of topics and interests. It is available to Tutorial Center enrollees for study purposes, for enrichment purposes, and for general browsing and enjoyment.

In addition, among reference and standard textbook materials in the library are also mutiple copies of nearly thirty programmed tests which the staff used in an exploratory manner during the spring semester. Some of these will be adopted for supplementary instruction during the 1969-70 school year.

Proposed Developmental Education Program for Saint Augustine's College

Saint Augustine's College presently has two educational programs that may be considered outside of traditional education. They are the All-College Tutorial Program and the Freshman Remedial Education Program. These programs were developed to help those students who were not performing to required college standards. To present a brief analysis of the effectiveness of these special programs, one could say the following:

a. Those students who really need to attend the tutorial sessions do not. It is the highly motivated and performing student who attends these sessions.

b. A large proportion of the students who really need additional help will not seek voluntary help, and the tutorial program is basically voluntary.

c. It is felt that the present Remedial Program does not have significant transfer of learning to other and more traditional courses.

d. Students look upon remedial courses as a holdup in furthering their education since no credit is given for these courses.

It is apparent that Saint Augustine's College needs to make some adjustment in these programs if the explicit needs of the students are to be met. Consequently, a committee was appointed to study the merits of Developmental Education Programs in order to adjust one to the needs of Saint Augustine's College. The program of most interest to the committee is called Differentiated Curricula Organization. This program has flourished at Morgan State College in Baltimore, Maryland. The program is composed of three Freshmen Curricula and each curriculum is geared to the needs of specific students.

Freshman Curriculum "A"

This curriculum is designed to help students who need additional work in the tools of learning in order to insure subsequent success in college:

1. The student does not have a major. He may pursue a maximum of 13 hours.

2. If a student earns 2.5 or above in his first semester and a C or better in English he moves to "B" Curriculum.

3. If a student in "A" Curriculum does not have a cumulative average of 1.8 or better at the end of two semesters he is dropped from the college.

4. Courses for First semester in Curriculum "A".

COURSES	HOURS CREDIT
English	3
Science	3 (if specified)
Social Science	3
Health Education	2
Physical Education	1
Reading	1 (if specified)
Military Science	2 (if specified)

Freshman Curriculum "B"

1. Student may pursue a maximum of 18 hours. A Student is full time if he pursues 12 hours.
2. Any student in this curriculum whose average is below 1.8 at the end of the first semester may pursue a maximum load of 13 hours in his second semester period.
3. Courses for First semester in Curriculum "B".

COURSES	HOURS CREDIT
English	3
Biology or Chemistry or Science Education	3 or 4
Social Science	3
Health Education	2
Physical Education	1
Military Science	1
Other subjects may be chosen	

Freshman Curriculum "C"

This program is designed for students who demonstrate a high level of ability on the tests. Special regulations governing the program are provided eligible students; participation is voluntary, but it is hoped that all eligible students will follow this program.

In addition to special sections of English, Biology or Chemistry and Social Science, Mathematics and a foreign language is required.

The forthcoming Developmental Program will be in no way as elaborate initially as the one at Morgan State, but it will incorporate many of that program's ideas and philosophy.

Shaw University Developmental Programs 1968-69

I. Speech

- A. The speech improvement program is organized into areas of study and practices which emphasize the following:
    1. Orientation - period during which several tests are given for purpose of evaluating the speech and hearing needs and abilities
    2. Scientific bases of speech - included therein is the study of breathing, voice and articulatory mechanisms and physics of sound
    3. Auditory training
    4. Practice of skills necessary for effective oral communication
    5. Situational practice of acquired skills and a means of re-enforcing the students "carry-over" of skills into his outside speaking performance.
    6. Evaluation of the student's progress to determine whether or not he has met standards of proficiency.
- B. Instructional Aids
    1. Electronic laboratory with booths to accommodate 24 students in each class
    2. Sound-movie projectors to show films pertinent to class instruction
    3. Over-head projectors to show transparencies dealing with the mechanism for articulation
    4. Tapes for each member of the class
    5. Instructional tapes and scripts
- C. Criteria used in establishing acceptable levels of proficiency
    1. Listening - 80.0 per cent correct on all listening tests
    2. Speech - ability to use speech in appropriate situations free from the following communication:
        - a. Substandard dialectal sound productions
        - b. Dialectal patterns of rhythm and stress
        - c. Substandard word pronunciations
        - d. Deficient vocal quality
        - e. Inadequate language patterns

II. Developmental Reading

- A. The reading program is a combination of three courses, namely:
    1. Science Research Associates (SRA) Reading Laboratory IV, which attempts to develop skills in four basic areas
        - a. Comprehension
        - b. Reading rate
        - c. Vocabulary skills
        - d. Study skills
    2. Craig Reading Program B, which includes use of an individual reader that paces the rate of material flashed on the student's line segments ranging from six to eight words per line. Each lesson includes a perceptual reading slide, an informative slide, and a biographic or historic study slide.
    3. EDL Controlled Reader's Program which flashes stories in phrases on a screen at the rate that the instructor deems suitable. It consists of four parts:

        a. Preview of introductory reading
        b. Vocabulary study
        c. Controlled reading
        d. Comprehension check

III. Developmental English Program

A. Basic techniques--writing, revision, and rewriting

B. Special work in the following areas:
   1. Basic elements of the sentence--noun phrase and verb phrase
   2. Sentence patterns as determined by verb classes
   3. Pronouns--case, antecedents, and reference
   4. Recognition and correction of sentence errors
   5. Punctuation--emphasis on functional marks
   6. Paragraph development
   7. Full length themes

C. Drill work is minimized, for teachers have available 26 Mark II Auto-tutors to which students are assigned to work on whatever problems in usage they may have

IV. Developmental Mathematics

Four members of the mathematics faculty co-authored a programmed text last summer, which text is being used in the mathematics program. The text, Essentials of Mathematics for College, consists of the following units:

A. Sets - (39 frames)
B. Arithmetic of Natural Numbers (96 frames)
C. Integers (75 frames)
D. Polynomials (97 frames)
E. Fractions (106 frames)
F. Rational, Irrational and Complex Numbers (21 frames)
G. Equations and Inequalities (150 frames)

Winston-Salem State College

Program: The Enrichment Center

A goodly number of students at Winston-Salem State College find difficulty in becoming fully productive students because:

1. Their environments have not given them a wide breadth of knowledge with adequate reading materials, contacts and discussions.

2. The Public schools in which they studied have failed to give them adequate training in the basic skills needed for successful achievement in College.

3. Until recently, opportunities for employment after graduation have been limited and students, believing that these areas offer security have been preparing themselves only in these fields.

4. The present College Curriculum seems outdated to students because they see so little connection between their present studies and the jobs in which they ultimately hope to settle.

These frustrations are not limited to Winston-Salem State College students alone. Many approaches are being tried with varying degrees of success. No panacea for these problems has been found and certainly no universal pattern can be used. It seems logical that the solution is to be found in a program which meets each student as an individual with his own particular needs, and works with him to alleviate the frustrations he has, gives him vision and a challenge and this helps him to plot his way to the achievement of the goals he has set for himself.

The Enrichment Program of Winston-Salem State College is a completely individualized one. Its short-range objectives are:

1. To discover students who want help and are already motivated to work on a Self-Enrichment Program.

2. To assist each of the students to make a thorough self-evaluation to find his strengths and his weaknesses. Emphasis is placed more on strengths than on weaknesses, because the students need a new self-image that centers on the positive.

3. To help the student to survey the career field and select one or more specific jobs which he wants to investigate as a possible future line of work.

4. To assist the student in discovering the specific strengths that people need in the vocation which he has chosen and then help him plan a strategy by which he can acquire these skills.

5. To make available through the Enrichment Center, as many of the self-help materials, people and opportunities for growth, as is possible for each student.

To execute these objectives a staff was chosen by the President of the College. This group met with Faculty members, visited Learning Centers, talked with consultants, conducted a publicity campaign, acquainted the staff and students with the program and launched its program in early January, 1969. The Enrichment Center Staff assembled materials, hardware and furnishings. Textbooks were absent but in their place were: Programmed Texts, Filmstrips with records using earphones, tapes, Films of interest with earphones, slides with tapes and earphones and kits challenging involvement. The Center is equipped with as many kinds of materials for each area of the curriculum as could be found: namely, mathematics, business, communication skills, psychology, nursing, philosophy, Negro Studies, Art, History, etc.

During the first month, 305 students came to the Center and enrolled for work spending over 635 hours in study. By the end of the second month, 549 students had been enrolled, making 1,345 visits, 88 students having spent 5 or more hours in the Center. Thirty-one students spent 10 or more hours, 17 spent 15 or more, 6 spent 20 hours or more and one spent 42 1/2 hours. No record was kept for the following three months as the staff, which by now had added two student aides, was kept busy servicing the students.

The group enrolled represents about 45 per cent of the total student body with an equal percentage of students from both the Dean's List and the probation list.

The success of the venture is attested to by faculty members who have noted great improvement in the work of the students.

One faculty member found that his students reluctantly read (and inefficiently, too) the philosophical passages he required. After students found that Plato's Dialogues were on tape and could be heard in the Center, they spent hours listening, discussing and arguing these ideas, as they had not done before.

Another faculty member found her practice teachers much more able to discuss the films which they saw and discussed in small groups in the Center, than was the case when classtime was used to show the films to the class en masse.

Another faculty member found her grography students better prepared when they found some "do-it-yourself" helps in the Center and came to class ready to discuss the assignments, than when they studied from their regular texts books only.

Another faculty member found the Negro art slides and tapes in the Center assisted students to understand the Negro studies course he was teaching.

Another faculty member used tapes, programmed texts, and music papers to enrich her public school music course. Students spent 2-4 hours at one time sitting working with these materials.

But probably the finest feed-back that can be found on the success of the Center comes directly from the students themselves. Many came to the Center and expressed their gratitude for the help which they received in various fields. Several students with speech problems or possibly shyness about speaking in public, have used tape recorders to help themselves improve.

Several factors have been noted by the staff of the Enrichment Center, and plans are being made to pursue the study of these interesting developments to see how universally they are true:

1. Many of the students learn much more rapidly through the ear than through the eye. Also the ear learning, when combined with eye learning, increases comprehension very much.

2. Not only is comprehension improved when a student hears while he reads but his reading skill is improved because:

    a. His monotone silent reading is soon abandoned and he learns to read with a tonal quality he never used before. Reading thus becomes much more enjoyable.

    b. Unfamiliar words which would cause the student to lose meaning as he pauses to try to figure out the word, quickly become a part of the vocabulary because of hearing and seeing that new word used in context.

    c. Since some of the tapes are abridged versions, the student is forced to scan the text quickly to find the passage. This is excellent training for eye and mind.

    d. After a while, with a slow moving tape, a student is seen abandoning the earphones and hastening ahead with his reading. The tape stimulated his interest and after a while, the student found himself racing the reader. When he beat the reader he no longer needed the tape as a crutch so it was abandoned.

3. A text book is easily put down and the student can daydream, wonder about or become involved with those near him. The earphone has a way of making a voice speak directly to one person and, therefore, concentration is helped. Furthermore, if the earphone is removed, the tape still goes on and the student knows he's missing a portion so he will not tolerate interruptions. This training in concentration is essential for these students.

4. Atmosphere for study can be created. By the end of the term, many students came to the Center "just so I'll study."

5. Some students have discovered tests which they administer to themselves to define skills by which they can evaluate their own learning. This has placed tests in general, in a new light, removing the "fear" that so often paralyzed them and prevented achievement.

6. Some students who express themselves well orally become very frustrated when they attempt to put these ideas into written form. By allowing them to tape record their ideas and then write sentence-by-sentence from the tape, they have achieved much more satisfying papers and can concentrate on spelling and punctuation without losing thought.

The Center has functioned about 4 1/2 months to date, but the staff is very much encouraged over the participation of both faculty and students. It is quite obvious that:

1. The interest shown during the last week was as great as that during the first weeks.

2. Additional tape recorders, projectors and earphones should be provided to meet the students' needs.

3. In certain areas, the materials needed are not available, so the staff should start producing materials to fill those voids. To do this, additional staff will be required, recording rooms and extra projection rooms.

4. Data Processing has offered to assist the staff with the maintenance of records and tallying of student hours. Therefore, cards have been set up so that the record keeping will be facilitated.

5. The place of the Computer in Education seems to have been established so the staff is studying Computer Assisted Instructional systems and is preparing to make recommendations for the adding of this phase of work to the Center's projects.